ANNUAL REPORTS
1945-1946

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

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ANNUAL REPORT FOR THE NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

FOR THE SCHOOL YEAR 1945-1946

To the Commissioner of Education:

I have the honor to present the following brief report of work in the New Jersey State Teachers College at Montclair for the year 1945-1946. Accompanying this report will be found the Annual Reports of the various departments and agencies in the College.

I. COLLEGE DEVELOPMENTS

A. From War to Peace

This year has witnessed major changes in the purposes and activities of the College. Many war-time courses have been revised. Many war-time services have been discontinued. Many emotional tensions caused by war casualties, blackouts, rationing, etc., have been eased off. The College has not been content with the idea of going back to normal. However, in many respects, its attention has turned more especially to the specific task of preparing junior and senior high school teachers. In connection with the basic tasks of preparing teachers for public education and also a responsibility for winning the peace, it has been recognized through the latter months of the College year that public education which deals largely with ideas, understandings, and attitudes, must use these as their means of winning the "ultimate victory".

It should be noted that during the period 1941 to 1946, 160 students withdrew from the College to enter military service and that as a result of such withdrawals, the number of men in the College decreased from approximately 260 during the pre-war period to 49 in 1943-1944. This number increased to 66 in 1944-1945 and 197 in 1945-1946. During 1945-1946 130 students were admitted on advanced standing most of whom were men and 43 of whom were former Montclair State Teachers College students who had returned from war service.

The total enrollments for the past five years have been effected not only by withdrawals for military service but also by an accelerated program which has provided for two or three graduations per year. In general it may be said that the College maintained approximately normal enrollments throughout the war period. This is somewhat of a remarkable record considered in light of the fact that teachers colleges in the United States had an average decrease in enrollment of 64%.

It was to be expected that there would be an abrupt increase in enrollment during the past year because of the ending of hostilities, the G.I. Bill, and comparatively high incomes to individual families. Actually the increase was from 561 in 1943-1944 and 663 in 1944-1945 to 861 in 1945-1946. The increase of nearly

200 students during the past year was largely in the freshmen and junior years.

It should be recorded that the returning G.I.'s were supposed to create major problems of social, emotional and scholastic adjustments. Psychiatrists and psychologists throughout the country addressed numerous meetings relative to the causes of frustration and the best methods of dealing with returning veterans. It is interesting to note that while some adjustments were made in admission requirements, personnel services and teaching procedures, yet for the most part, the G.I.'s were healthy, earnest and well-adjusted individuals. Statistics in the Personnel Department show that though their average high school scholastic records placed them somewhat below the members of the regular student body insofar as rank in class and scholastic attainments are concerned, yet they actually were superior in effort and proportional amount of attainment.

The major problem of the College was not in adjusting the veterans to the College but in adjusting the College facilities to the veterans. Actually we had little to offer them by way of living accommodations, classroom facilities, laboratory facilities, etc. The College in cooperation with the State Department of Education proceeded immediately to face this problem which in fact they had anticipated and working together, some progress can be reported. Initial steps were taken in providing Federal housing for married veterans and single veterans. Also steps were taken to provide additional classroom and laboratory facilities.

As a result of veterans enrollment, the major increases in departmental enrollment occurred in first, Business Education, second, Social Studies, and third, Science. Languages were a close third to Science. Music might be rated first in the place of Business Education; however, since the major in music was organized in 1944-1945 and this is a new department, an unusually high percentage of increase must be expected. At the close of 1945-1946, the distribution of students in major fields of interest is shown in Table 7 which follows.

II RECOMMENDATIONS

A. It is advisable that the State Teachers College at Montclair continue its study of peace-time demands upon education and that it make adjustments in curricula and courses of study in accordance with present-day needs in the field of public education. It is also advisable that the College recognize the growing demand for teachers in the elementary field and if advised by the State Department of Education to cooperate in meeting the probable teacher shortage in this field, that it develop proper sentiment on the part of the students toward this adjustment and then with the cooperation of the State Department, develop a suitable program for the preparation of teachers for the intermediate grades.

B. For the past 20 years the College has made a standing recommendation relative to the resumption of the building program which was set up in 1927. The Annual Report of last year states: "There is no other need that is in any way comparable to this". There is little that can be added to the recommendations of the past years except that it is entirely clear that we are facing into a period when the developments in higher education are going to place greatly increased responsibilities upon the State Teachers College at Montclair.

1. There will be a marked increase in the number of veterans to be provided for.

2. The total enrollment is apt to increase to approximately 1200 next year. This increase will very likely be followed by other increases.

3. Contacts with incoming veterans have indicated clearly that our present facilities, particularly in the fields of Science, Business Education, Mathematics and Music, will be inadequate.

4. It must be recognized that present facilities which are adequate for approximately 350 students have been greatly overstrained for over 20 years and that further increases in enrollment and further demands for specialized training seem to make the resumption of the building program imperative.

C. It has been recognized that industry has drawn many capable teachers from college faculties and that there is a growing sentiment for salary revisions in order to maintain faculty personnel. Though the present schedule has seemed quite satisfactory, it is recommended that a study be made of college faculty shortages and college salary schedules in order to meet the competition of other employing agencies, the increased cost of living and the apparent necessity of not only maintaining an adequate faculty but also of adding a considerable number of well-qualified teachers to the faculty.

D. There are definite indications that grants from the Sloan Foundation may be increased. These grants would make it possible for the State Teachers College at Montclair to broaden its contribution to public education. It also may be possible for the College to increase its facilities in the field of teaching aids and to round out a satisfactory all-state program.

FACULTY

Academic Qualifications of Full-Time Faculty over Five-Year Period

Degree	1941-42	1942-43	1943-44	1944-45	1945-46
Doctor's degree or equivalent preparation	55%	52%	56%	50%	45%
60 semester-hours of graduate study	18%	23%	21%	19%	19%
Master's degree or equivalent preparation	25%	23%	21%	29%	34%
Bachelor's degree	0%	0%	0%	0%	0%
M.D. degree	2%	2%	2%	2%	2%

Distribution of Faculty by Professorial Rank as of June 30, 1946

Rank	No.	Percent		
Professors	8	13%	44%	68%
Assoc. Professors	19	31%		
Asst. Professors	15	24.5%		
Instructors	14	23%		
Asst. Instructors	5	8%		
TOTALS	61	99%		

1945-1946 STAFF CHANGES

I Faculty Appointments

William Beauchamp	Substitute Asst. Professor of English
Edward S. Cobb	Instructor of Music
Paul E. Froehlich	Instructor of Business Education
Roy F. Kiser	Substitute Instructor of Science
Yetta G. Mitchell	Substitute Instructor of Speech
Arthur E. Morr	Asst. Professor of Physical Education - Men
George E. Salt	Instructor of English
Dorothy S. Lehmkuhl	Substitute Asst. Instructor of Science
Leo W. Jenkins	Temporary Instructor Social Studies
Edna DeB. Salt	Part-Time Instructor Integration - Elementary

II Staff Appointments

Shirley Drucker	Assistant to the Dean of Women
Esther B. Spengeman	Assistant Registrar
Mildred L. Ussery	Secretary to the Dean of Instruction
Frances E. Vinal	Secretary to the President

III Faculty Withdrawals as of June 30, 1946 except as otherwise noted

William T. Beauchamp	Substitute Asst. Professor of English
Edward S. Cobb	Instructor of Music
*David R. Davis	Associate Professor of Mathematics
*Charles E. Hadley	Associate Professor of Science
Roy S. Kiser	Substitute Instructor of Science
Dorothy S. Lehmkuhl (1/31/46)	Substitute Asst. Instructor of Science
Eugene P. Link	Asst. Professor of Sociology
Yetta G. Mitchell	Substitute Instructor of Speech
Leo W. Jenkins (5/31/46)	Temporary Instructor of Social Studies
William Harry Snyder - deceased Aug. 1946	Professor and Head of Department of Social Studies
Mrs. Vera B. Davis	Instructor of Mathematics
Mrs. Lucia D. Hough	Asst. Instructor of English
E. DeAlton Partridge (9/1/46)	Associate Professor of Psychology
Richard Voliva	Instructor of Physical Education - Men
**W. Paul Hamilton	Associate Professor of English
**Robert W. McLachlan	Associate Professor of Science

IV Staff Withdrawals

Grace Baumann (8/31/46)	Secretary, Placement Office & Integration Dept.
Katharine L. Crowell (12/31/45)	Assistant to the Dean of Women
Shirley Drucker (8/31/46)	Assistant to the Dean of Women
Louis A. Fralick (1/31/46)	Superintendent of Buildings & Grounds
Robert Levy (7/1/46)	Business Manager
Mrs. Claire Phillips (9/15/45)	Secretary to the President
Jeanne Strandberg (7/15/46)	Clerk-Stenographer & Switchboard Operator
Mrs. Mildred L. Ussery (7/15/46)	Secretary to the Dean of Instruction

*Faculty Members on Leave teaching in Army Universities in Europe
** " " " Military Leave

DATA ON ENROLLMENT

Table I - Enrollment in Freshman, Sophomore, Junior, and Senior Classes by Men and Women for the Five Year Period Beginning February 1, 1942 and Ending February 1, 1946

	1941-1942	1942-1943	1943-1944	1944-1945	1945-1946
FRESHMEN					
Men	55	58	23	39	105
Women	129	165	186	190	194
Total	184	223	209	229	299
% of Grand Total	29%	38%	37%	35%	35%
SOPHOMORES					
Men	50	42	18	14	32
Women	114	130	161	176	180
Total	164	172	179	190	212
% of Grand Total	26%	30%	32%	29%	24%
JUNIORS					
Men	53	10	3	4	47
Women	104	35	62	125	164
Total	157	45	65	129	211
% of Grand Total	24%	8%	12%	19%	24%
SENIORS					
Men	49	39	5	9	13
Women	87	103	103	106	126
Total	136	142	108	115	139
% of Grand Total	31%	24%	19%	17%	16%
GRAND TOTAL	641	581	561	663	861

DATA ON ENROLLMENT

Table I - Enrollment in Freshman, Sophomore, Junior, and Senior Classes by Sex and Class for the Five Year Period Beginning September 1, 1941 and Ending February 1, 1945

	1941-1942	1942-1943	1943-1944	1944-1945	1945-1946
FRESHMEN					
Men	53	50	[illegible]	37	120
Women	129	126	160	189	106
Total	182	176	200	226	226
% of Grand Total	29%	30%	27%	34%	36%
SOPHOMORES					
Men	50	44	28	14	32
Women	114	120	101	176	130
Total	164	172	129	190	162
% of Grand Total	26%	30%	32%	29%	26%
JUNIORS					
Men	33	10	3	4	47
Women	106	75	42	125	104
Total	137	85	45	129	151
% of Grand Total	24%	25%	12%	19%	24%
SENIORS					
Men	49	39	3	4	13
Women	97	109	123	105	124
Total	146	148	126	113	139
% of Grand Total	23%	24%	19%	17%	16%
GRAND TOTAL	631	591	551	659	681

Table II - Enrollment by Counties for the Period from February 1, 1942 to February 1, 1946.

County	1941-1942			1942-1943			1943-1944			1944-1945			1945-1946			County Totals	% of G.T.
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T		
Atlantic	4	4	8	3	1	4	-	2	2	-	3	3	1	6	7	24	.72%
Bergen	29	52	81	19	38	57	2	65	67	6	74	80	27	84	111	396	11.97%
Burlington	1	2	3	-	2	2	-	2	2	-	2	2	-	3	3	12	.36%
Camden	1	7	8	1	5	6	-	5	5	-	4	4	2	4	6	29	.87%
Cape May	-	1	1	1	1	2	-	1	1	-	-	-	-	-	-	4	.12%
Cumberland	1	5	6	-	5	5	-	6	6	-	8	8	1	7	8	33	.99%
Essex	87	152	239	69	176	245	25	197	222	26	229	255	92	245	337	1298	39.25%
Gloucester	1	1	2	-	2	2	-	2	2	-	-	-	1	1	2	8	.24%
Hudson	19	47	66	14	48	62	8	51	59	15	59	74	19	70	89	350	10.58%
Hunterdon	1	2	3	-	-	-	-	-	-	-	1	1	-	1	1	5	.15%
Mercer	2	1	3	-	1	1	-	1	1	-	1	1	-	3	3	9	.27%
Middlesex	4	6	10	2	6	8	-	7	7	-	6	6	2	7	9	40	1.20%
Monmouth	5	15	20	5	11	16	1	10	11	1	12	13	1	18	19	79	2.38%
Morris	5	20	25	4	13	17	1	9	10	1	11	12	3	22	25	89	2.69%
Ocean	1	5	6	-	4	4	-	5	5	-	2	2	-	2	2	19	.57%
Passaic	24	61	85	20	70	90	11	97	108	15	122	137	39	125	164	584	17.65%
Salem	-	1	1	-	1	1	-	1	1	-	1	1	-	-	-	4	.12%
Somerset	4	5	9	5	6	11	-	3	3	-	7	7	1	9	10	40	1.20%
Sussex	-	3	3	-	4	4	-	6	6	-	8	8	1	10	11	32	.96%
Union	15	41	56	6	35	41	1	40	41	2	41	43	5	41	46	227	6.86%
Warren	2	4	6	-	3	3	-	2	2	-	4	4	-	5	5	20	.60%
Out-of-State	-	-	-	-	-	-	-	-	-	-	2	2	2	1	3	5	.15%
TOTALS	206	435	641	149	432	581	49	512	561	66	597	663	197	664	861	3307	99.90%
% Decrease or Increase			-2%			-10%			-4%			18.2%			29.9%		

Table III - Number of Freshmen Admitted over Five Year Period

Year	Men	Women	Total
1941-1942	56 (Sept - 48 Feb. - 8)	135 (Sept. - 130 Feb. - 5)	191
1942-1943	68 (Jan. - 14 May & Sept - 54)	177 (Jan. - 27 May & Sept. 150)	245
1943-1944	33 (Jan - 5 May & Sept - 28)	(Jan. - 39 211 (May & Sept - 172)	244
1944-1945	39 (Jan. - 11 May & Sept - 28)	224 (Jan. - 27 May & Sept - 197)	263
1945-1946	110 (Jan. - 70 May & Sept - 40)	226 (Jan. - 15 May & Sept. - 211)	336

Table IV - Students Admitted on Advanced Standing over Five Year Period

Year	Seniors	Juniors	Sophomores	Freshmen	Total
1941-1942	1	12	13	1	27
1942-1943	-	18	13	3	34
1943-1944	4	34	12	2	52
1944-1945	1	10	17	-	28
1945-1946	15	60	55	-	130 (of which 43 were former W.S.T.C. studs ret'd from war service)
TOTAL	21	134	110	6	271

Table V - Withdrawals and Causes for Withdrawals over Five Year Period

Cause	1941-42		1942-43		1943-44		1944-45		1945-46		TOTAL		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	
Financial	1	2	-	3	-	4	1	9	2	1	4	19	23
Health	1	1	1	3	1	5	-	3	2	4	5	16	21
Not Given	1	8	4	5	2	-	2	5	-	1	9	19	28
Transfer other sch'l	2	6	-	7	2	16	1	9	-	3	5	41	46
Married	-	2	-	2	-	1	-	5	-	-	-	10	10
Family Reasons	-	1	-	1	-	7	-	7	1	3	1	19	20
Dropped	2	5	2	1	1	2	1	4	2	2	8	14	22
Not Interested in Teaching	-	-	-	1	1	8	-	7	2	11	3	27	30
Moved from State	-	1	-	-	2	3	-	-	-	1	2	5	7
U.S. Mil. Service	12	-	90	1	24	4	15	3	11	-	152	8	160
Died	1	1	-	-	-	-	-	-	-	-	1	1	2
Homesick	-	-	1	-	-	1	-	-	-	-	1	1	2
Employment	3	9	8	5	8	7	-	-	3	1	22	22	44
Total by M & W	23	36	106	29	41	58	20	52	23	27	213	202	415
GRAND TOTAL	59		135		99		72		50				

Table VI - Student Enrollment by Majors

	1941-42	1942-43	1943-44	1944-45	1945-46
Business Education	103	82	55	47	109
English	141	142	154	188	187
Languages	98	72	75	86	112
Mathematics	89	84	95	110	126
Science	73	66	53	66	89
Social Studies	137	135	129	162	215
Music	--	--	--	4	23
TOTALS	641	581	561	663	861

Table VII - Percentage of Total Number of Students Enrolled in Each Major Each Year

YEAR	1941-42	1942-43	1943-44	1944-45	1945-46
TOTALS	641	581	561	663	861
	% of Tot.	% of Tot.	% of Tot.	% of Tot.	% of Tot.
Business Education	16%	14%	10%	7%	12%
English	22%	25%	28%	28%	22%
Languages	15%	12%	13%	13%	13%
Mathematics	14%	14%	17%	16%	14%
Science	11%	11%	9%	10%	10%
Social Studies	22%	24%	23%	24%	25%
Music	--	--	--	.6%	3%

Table VIII - Analysis of Enrollment by Curricula for the Year 1945-1946

DEPARTMENT	YEAR IN COLLEGE					TOTAL	SEX	
	Interm.	Fresh	1st	2nd	3rd	4th		M	W
Business Education		28	27	26	20	8	109	41	68
English		11	34	56	44	42	187	18	169
Languages		2	42	27	24	17	112	12	100
Mathematics		10	37	24	31	24	126	25	101
Science		3	23	24	24	15	89	19	70
Social Studies		22	44	51	65	33	215	68	147
Music		9	7	4	3	-	23	14	9
TOTALS		85	214	212	211	139	861	197	664

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Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

YEAR	NUMBER OF MATRICULANTS	NUMBER RECEIVING A.M. DEGREE
1941-1942	435	66
1942-1943	374	32
1943-1944	369	21
1944-1945	357	25
1945-1946	444	67

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Table X - Classification of Candidates for the Master's Degree by Majors

Department	March 1, 1946
Integration	
Administration and Supervision	129
Personnel and Guidance	66
English	79
Language	6
Mathematics	28
Science	27
Social Studies	109
TOTAL	444

Table XI - Distribution of Graduates Including May and August Graduations

For Secondary Teachers Major	Degree	Not Previously Eligible for Certification Men	 Women	Previously Eligible for Certification Men	 Women	Totals Men	 Women
Administration & Supervision	A.M.	--	--	22	5	22	5
Business Education	A.B.	2	7	--	--	2	7
English	A.B.	3	39	--	--	3	39
	A.M.	1	--	4	8	5	8
Foreign Languages	A.B.	3	13	--	--	3	13
	A.M.	--	--	--	1	-	1
Mathematics	A.B.	4	22	--	--	4	22
	A.M.	--	--	4	--	4	-
Science	A.B.	1	12	--	--	1	12
	A.M.	--	--	1	1	1	1
Social Studies	A.B.	5	30	--	--	5	30
	A.M.	--	--	1	7	1	7
Personnel & Guidance	A.M.	--	--	3	7	3	7
TOTALS		19	123	35	29	54	152
Graduate Curricula						36	29

Table XII - Part-Time, Extension, and Summer Session

Part-Time and Extension Statistics

Year	No. of Courses Offered	No. of Courses Given	Total No. Students	Total Number Registrations	Average No. Courses Taken Per Student	Average Number Registrations Per Course
1939 Fall	62	54	646	1035	1.6	18.9
1940 Spring	59	55	605	974	1.6	17.7
1940 Fall	57	45	523	770	1.5	17.0
1941 Spring	50	46	517	764	1.5	16.6
1941 Fall	47	43	532	788	1.5	18.2
1942 Spring	52	33	349	447	1.3	13.5
1942 Fall	35	23	311	453	1.4	19.9
1943 Spring	39	25	369	457	1.2	18.2
1943 Fall	30	20	214	320	1.5	16.0
1944 Spring	27	25	225	309	1.4	12.3
1944 Fall	32	25	220	318	1.4	12.7
1945 Spring	36	29	254	375	1.4	12.9
1945 Fall	34	26	305	525	1.7	20.1
1946 Spring	37	29	386	760	1.9	26.2

Summer Session Statistics

Summer of 1940	126	90	503	1185	2.3	13.1
1941	98	73	442	983	2.2	13.3
1942	103	84	248	655	2.6	7.7
1943	95	78	182	470	2.6	6.0
1944	82	60	239	478	2.0	7.9
1945	64	59	207	488	2.3	8.2
1946	78	77	444	1180	2.6	15.3

Table XIII - Summary of Enrollment Data

Instructional Division	1941-42	1942-43	1943-44	1944-45	1945-46
Regular Undergraduate	641	581	561	663	861 (Feb. 1, '46)
Regular Graduate	7	-	-	-	2
Summer Session	209	182	239	207	444
Part-Time and Extension	881	680	439	474	691
College High School	176	164	175	171	170
Totals	1914	1607	1414	1515	2168

The above figures include duplicates.

The total enrollment of the State Normal School from 1908 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	1,028
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1946 were as follows:

Graduates with A.B. degrees	2733
Graduates with A.M. degrees	574
Withdrawals	1036
Total	4343

Respectfully submitted,

H. A. Sprague
President

ANNUAL REPORT OF THE DEAN OF INSTRUCTION, 1945-1946

I Trends and Developments

The Students and Extra Curricula Programs

With the cessation of hostilities the student body at Montclair shed its shroud of worry and gloom and reverted to its former social program of formal and informal parties comparable to its pre-war program. The College is very well equipped for the social life of students in the evening, but there are no physical facilities for a "student union" or for student relaxation during the day.

The intramural program under the direction of the Physical Education Department was well-organized and very popular.

The College choir gave seasonal programs on the campus and at different schools in northern New Jersey.

The Dramatics Department gave two plays, each running for three nights in order to enable all the students to be provided with seats.

Counseling Program

This program was carried on by the heads of departments, the deans, interested individuals; and for a while under assigned advisers.

Dean's Counseling

In the middle and at the conclusion of the first semester, in the middle and at the conclusion of the second semester; and at the conclusion of the first term of summer school all border line and failing students were invited in for a conference. Parents were notified in writing of the status of their children's standing. Frequently, during the progress of school individuals came into the office for guidance. At other times personal invitations were given to those reported as not doing well, and advice was given as to proper procedures in study habits or other hindering causes.

No student was dropped from the roster of the College because of scholastic difficulties without sufficient warning to give him an opportunity to improve his deficiencies. Parents are always notified of the student's difficulties in sufficient time to use their influence.

The Dean is adviser to the Student Government officers and to the staff of the college yearbook, "La Campana." He is also the elected sponsor of the junior class, and chaperones that class's activities as well as those of other groups.

Graduate Students

There were 511 graduate students matriculated. Forty-nine of those were graduated in May and sixteen were graduated in August. The enrollment figures show an increase of 119 graduate students over the 392 matriculated for 1944-1945. The Dean has worked diligently to interest all those who have ever done graduate work here without receiving a degree to complete their work. Many of them have responded. Except for those who were in service a two semester hour penalty was attached for re-instatement. The releasing of people from service has bolstered considerably the number now matriculated.

The Accelerated Program

This program took a great impetus with the return of the service people, and according to the statistics as given in the Registrar's Report there will be a long time need for its continuance.

College Bulletins

Both the undergraduate and the graduate bulletins were revised for 1946-1948. All curricula of the College was reviewed and in many cases revised. Some courses were rewritten, others were added, while still others were dropped.

II Clinical Work

Composition

Efforts were made through tests and through faculty evaluation to find students in need of assistance in written work, and then they were assigned for remedial guidance. Students who were found inferior in composition at the conclusion of that course were given incomplete instead of failing grades, unless the work was very inferior; and they too were assigned for remedial guidance.

Reading

Freshmen were tested in reading and those falling below an arbitrary level were given clinical assistance. In some instances referrals were made to eye specialists before remedial work was begun.

A comprehensive report of the remedial work in reading is being given by Dr. Sperle of the Integration Department.

Speech

Every sophomore was tested in speech at the beginning and at the conclusion of the semester in which he took the required course in speech. He was judged by three specialists and given written criticisms of his status. If he had speech difficulties at the second evaluation, he was given a conditioned grade and remedial instruction followed during the next semester.

Enrollment Data

The Registrar's Report shows the complete enrollment data, including the regular collegiate year and summer school.

III Staff and Staff Changes

Mr. Hamilton, Dr. McLachlan, and Mr. Pettegrove were still on leave of absence. However, all but Professor Pettegrove have returned for 1946-1947. Dr. Partridge, Mr. De Rosa, Mr. Placek, and Mr. Voliva returned during the year; but Dr. Partridge resigned to accept work as a partner with the Visual Education Consultants, Inc. in New York, and Mr. Voliva went to Rutgers University.

Dr. Hadley and Dr. Davis were in Europe for the year with the United States sponsored Army Universities, but they have returned. Dr. Ogg was in California on a year's leave of absence. Dr. Spears was in Chile from January to September on leave.

Dr. Link resigned to accept a position at the University of Denver.

Mr. Beauchamp came from Knox College while on a year's leave of absence to work in the English Department. He left at the end of the year to accept a part-time position at Columbia University while working on his Ph. D. degree.

Mr. Cobb came to us from Arts High School in New York, but was not asked to return for 1946-1947 because of inferior work.

Dr. Jenkins joined the faculty in January but left in May to go with the State Department of Education.

Mr. Kiser replaced Dr. Hadley while he was on leave in Europe. Mr. Kiser is now at Florida Southern College.

Mrs. Davis withdrew at the end of the regular year upon the return of Dr. Davis from Europe.

Dr. Dugan served a part of the year as an emergency professor. He is now Head of the Department of Education at Beaver College.

Mr. Mileham, a graduate student at New York University, did some work in supervision of student teaching and one class in physics during the spring semester.

Mrs. Lehmkuhl taught science in the fall until Mr. Slacek returned.

Mrs. Hough resigned to accept a position at Upsala.

Dr. Yetta Mitchell taught speech during the absence of Dr. Ogg. Dr. Mitchell left to accept a position at New York University.

Dr. Charles Benson taught psychology for three months to relieve an emergency condition.

Mr. Edison Harris, Director of Music in the Bloomfield Public Schools, taught voice for the year.

Dr. Harry Snyder passed on August 9, 1946. He had been ill for a long period of time but kept his work going efficiently until the very end of the college year. His passing leaves a great loss to the College.

Mrs. Mildred Ussery terminated her work as secretary to the Dean of Instruction on July 15, 1946 to go with her husband to Alabama. She was replaced by Miss Marie Frazee, an alumna of the College.

IV Committee Assignments

College

Chairman of Committee on Committees, of Assembly Program Committee, of the Committee on Returning Service People, and of the Committee on Graduate Work; member of Scholarship Committee.

Community

Chairman of the Montclair Veterans Service Committee; Chairman of the Character Education Committee of the Essex County Parent Teacher Association; member of the National Board of Stewards of the Congregational Church; adviser on Religious Education of the Union Congregational Church; member of several committees of the Montclair Kiwanis Club; member of the Steering Committee of the Montclair Council of Social Agencies.

V Recommendations

Semester Hours Required in Departments

I recommend that a further study be made of the departmental requirements with a view to decreasing the number of semester hours required in the departments. In the following recommendations the semester hours in the methods courses are not included.

Business Education

I should recommend that the Business Education Department allow not less than thirty hours nor more than thirty-four for a major to count toward graduation.

English Department

The English Department should require thirty-six hours as a minimum for a major including the background courses, and no student should be allowed more than forty semester hours on his major to count toward graduation. He would still be permitted to take up to eighteen hours in speech for his minor.

Foreign Languages

Thirty hours in a foreign language should constitute the major requirement with not more than thirty-four permitted to count toward graduation. Eighteen semester hours should constitute the requirement for a minor in another foreign language.

Mathematics

Because of the background courses, 300 and 400, a major in Mathematics should constitute thirty-four semester hours, with forty semester hours as a maximum. In arts colleges Mathematics 400 is considered a course in Education. For that particular course I think it should be extended to include correlation and possibly probable error.

Music

The Music major is rather heavy and should be watched with diligence to see that no more semester hours are added.

Physical Education, Health, Recreation

The program for these departments has been revised and is being published in the 1946-1948 undergraduate bulletin.

Science

The Science Department presents the most unique situation of all. Inasmuch as it constitutes three fields, any of which could be a major, I doubt if there should be much change, except an upper limit in the major and the combination of the major and minors. Certainly twenty-four semester hours of either Chemistry or Biology should be required with eighteen semester hours in the alternate subject. From twelve to sixteen hours should be required in Physics. This would total from fifty-four to fifty-eight

hours. Therefore, I believe it would be a good idea for students who major in Science to be required to minor in Science also and to make the maximum for the major and minor not more than sixty-five semester hours.

Social Studies

The Social Studies Department should require thirty-six hours as a minimum for a major including the background courses, and no student should be allowed more than forty semester hours for a major to count toward graduation. We should consider waiving Social Studies 200A, 200B, and 200C for the Social Studies majors because of duplication in other courses in the department which are required for graduation. Social Studies 100A-100B should be carried on according to the description in the College Bulletin.

Survey Courses

There is much sentiment against the survey courses being required in specific subjects for students majoring in those subjects; namely: Mathematics, Science, and Social Studies. I recommend a study of this situation.

Integration 100's

The freshman orientation courses, Integration 100A, 100B, 100C have been revamped and reduced to a two semester hour course. First year students were not prepared for some of the material, and too, there was much repetition of the work in Integration 300A and Integration 400A. As it is now worked out a much closer integration with classroom observation in the high school is made obligatory.

English

Examinations are given students to determine proficiency in composition, and those who show proficiency are exempted without semester hours' credit. They are then permitted to take other courses in English to earn the twelve semester hours required as foundational enrichment.

Science and Mathematics

For both the Science and Mathematics majors I recommend that we eliminate the survey courses in the respective fields. The idea of seeing the field in its integrated application can be brought about otherwise in a better relationship, which I shall clarify below.

The Practicum

The original purpose of the practicum courses has been greatly modified or eliminated. Integration 400B and Science 404 hold to the basic principle of utilizing the student's teaching experience and working with him for the last six weeks he is in college to make his experiences more functional, but in no other Department do I find any course that even parallels a practicum.

There is no Business Education numbered 404. English 404 is a "Survey of British Literature." French 404 is "Modern French Literature." Latin 404 is "Latin Satire." Spanish 404 is "Modern Spanish Literature." Mathematics 404 is "Readings and Lectures in Mathematics." Music 404 is "Modern Symphonic Forms." But Science 404 is "Problems in the Teaching of Science."

Now, I suggest that the courses in the "Practicum" be reinstated, but that instead of there being one for the Integration Department that that Department work with the other Departments in a four semester hours' course with various members of the Integration Department being assigned to work with the subject matter Departments in a correlated program. That would prevent the discussions in the Departments from overlapping. I should further like to see this four point course integrate the whole field of the major department showing its relationships and application to the entire subject area, as well as utilizing the student's experience in practice teaching and helping him better to correlate information in its application to his future needs.

Methods

I should like to see the methods courses broadened to include the utilization of teaching aids. Each student should know how to operate a 16 m. m. sound and silent film projector, an opaque projector, a stereopticon, and he should know how to make maps for projection purposes. He should know where to secure free and inexpensive materials. And he should be directed into ways and means of integrating his subject matter field with the broadened interests of his students. It should be a course to survey the past experiences and to integrate those experiences into tangible units.

It would be well for Integration 300B to be correlated with the various methods courses, at least to the extent of having lesson plans worked over in cooperation with the Integration Department and with the Department of the student's major. This would tend to eliminate two philosophies of approach in the observation and counseling of the student teacher, when he is already sufficiently frustrated.

Student Teaching

When possible I should be glad for a concentrated study of the advisability for students to do six weeks of assisting teaching in their junior year. I am convinced that it has great merit. Then I should suggest six weeks of student teaching in the senior year.

It would be well to consider having a convocation of last year's graduates about November, to see how they are progressing, what problems they need help in, and what they have to advise that would help in the total college program. Seniors should be invited to the conference also.

Tests and Measurements

It seems to me that our students are losing some opportunities in their work in tests and measurements. I believe it would be a splendid idea for those in the Integration Department, those in Mathematics 400, and the subject matter Departments to make it possible for students to work out

objective tests in their respective Departments which would have a high degree of validity.

Clinics

More emphasis should be placed on this phase of classroom work. All Departments should report any student to the Dean of Instruction when the student needs help in composition, reading, or speech. Arrangements would be made with the proper person to assist any needy case.

Composition

Students who are not proficient in composition at the end of the course are either failed or given an incomplete grade. In the latter case they are carried over to the following semester and given remedial instruction. Faculty members are requested to report any student whose written work is inferior to the Dean of Instruction. The student is then referred to the clinic for assistance.

Reading

All freshmen should be thoroughly tested at the beginning of school, and remedial programs should be carried on for those in need. This has been arranged for in Dr. Sperle's program, but more time is needed.

Speech

Tests at the beginning and at the conclusion of English 200B are administered. Recordings of all necessary cases are being made and in so far as possible defects are being remedied. A splendid program has been started, and it should in no way be modified. Better equipment for recording should be secured.

Physical Education

It seems that we must use the gymnasium for assembly and for games which necessitates the use of bleachers. Immediately thereafter the girls have to use the room for play. Could we not have padding made to cover the lower edges and some kind of net covers to keep the balls from falling be-

hind the seats? In this way they could be left up and there would not be the constant inconvenience that now exists. There should be funds provided for a piano accompanist for the dance classes.

Assembly Programs

Several departments were responsible for assembly programs during the year.

Speakers and other reputable people were brought in to provide information and entertainment.

Having no auditorium poses a tremendous problem for any assembly meeting. Even after all available chairs or bleachers have been set up, students are left standing.

Summer School and Extension

These should be anticipated sufficiently in advance so that bulletins can be mailed to prospective students in ample time.

The faculty members should be more evenly balanced for the two summer terms. Graduate students prefer work with the regular college staff to professors from elsewhere, it seems.

VI Personal Activities

Public School Consultations or Visitations

Bradford School	Montclair
Edgemont School	Montclair
George Inness School	Montclair
Montclair High School	Montclair
Watchung School	Montclair
Caldwell High School	Caldwell
Columbia High School	Maplewood
East Orange High School	East Orange
Millburn High School	Millburn
St. Cloud School	West Orange
Orange Elementary School	Orange
Short Hills School	Short Hills
Verona Elementary School	Verona
Verona High School	Verona
Washington Street School	West Orange
South Side High School	Newark
West Side High School	Newark

Education Conferences Attended

Vocational Guidance Committee, Y. M. C. A.	Montclair	October 15
Conference on Teacher Education	N. J. C.	October 24
Conference of School Administrators	Newark	October 26
Schoolmasters' meeting	Montclair	November 16
New Jersey Education Association Convention	Atlantic City	November 30
Faculty Institute, N. J. S. T. C.	Montclair	December 20-21
Schoolmasters' meeting	Montclair	January 11
PTA meeting	Trenton	February 7
Schoolmasters' meeting	Montclair	February 8
Meeting of Secondary Principals, Essex County	Newark	February 27
National Education Association Conference	New York	March 4-7
Schoolmasters' meeting	Montclair	March 8
Essex County P. T. A. Committee meeting	Newark	March 11
Eastern States Assoc. of Professional Schools Conf.	New York	March 14-15
New Jersey Council on Education meeting	New Brunswick	March 22
National High School Oratorical Contest, Judge	Newark	April 10
Schoolmasters' meeting	Montclair	April 12
Essex County Education Association meeting	Newark	April 12
Essex County P. T. A. meeting	Newark	May 6
New Jersey State Teachers College meeting	Trenton	May 10
N. J. A. C. U. Second Annual Convention	Princeton	May 11
College Veterans' Advisory Committee meeting	Trenton	June 11

Public Addresses Given		Estimated Attendance
"Veterans' Problems in Rehabilitation," Montclair Kiwanis	Sept. 20	60
"Character Education," North Jersey P. T. A., Newark	Sept. 24	400
"Veterans' Problems," Union Congregational Church, Montclair	Sept. 24	60
"Character Education," Father's Night, S. Orange Ele. School	Oct. 3	100
"Today's Children, Tomorrow's Citizens," West Orange P. T. A.	Oct. 10	255
"Character Education," County Council in Orange	Oct. 15	200
"Development of Christian Leadership," Millburn churches	Oct. 17	50
"Character Education," South Side High School, Newark	Oct. 30	40
"GI Bill of Rights," Montclair Kiwanis	Oct. 18	65
"Teaching as a Career," West Side High School, Newark	Nov. 8	50
"Manners and Conduct," Edgemont School, Montclair	Nov. 12	200
"Character Education," Caldwell High School P. T. A.	Nov. 13	300
"Our Part in the New World Order," St. Cloud, West Orange	Nov. 14	75
"Child Guidance," Verona Elem. School P. T. A.	Nov. 20	75
"Teacher Education," Bergen Jr. College	Nov. 28	250
"Trends in Education," A. A. U. W. & League of W. V., Nutley	Jan. 9	300
"Character Education," Short Hills P. T. A.	Jan. 15	300
"Manners and Conducts," Watchung School, Montclair	Jan. 28	150
"Character Education," Newark Elem. School, P. T. A.	Feb. 4	200
"Teacher Training Opportunities," Nutley High School	Feb. 15	1000
"Negro Education in the South," N. Y. U. Phi Delta Kappa	Feb. 16	100
"Character Education," Orange Elem. School	Feb. 21	50
"Prins. & Tech. of Classroom Management," Union Church, Mont.	Feb. [illegible]	30
"Character Education," Verona High School P. T. A.	Feb. 27	100
"Child Guidance," Bradford School P. T. A., Montclair	Mar. 11	75
"Character Education," Millburn High School	Mar. 12	200
"Character Building," George Innes School, Montclair	Mar. 18	75
"Character Education," Belleville P. T. A.	Mar. 19	100
"Guidance," South Side High School, Newark	Apr. 10	45
"Character Education," Montclair High School	Apr. 11	200
"Guidance," East Orange High School	May [illegible]	30

"College Problems & Opportunities," Union Church, Montclair	May 5	16
"What State Teachers Colleges Have to Offer," N. J. Asso. of Deans & Counselors, Princeton	May 18	150
"Lest We Forget," Memorial Day Address, Montclair	May 30	300

Publications

Academic Freedom--New Jersey School Review--October 1945
What Education Do Veterans Want--School Board Journal--November 1945
Reading and Speech Clinic--School Management--November 1945
The World in Turmoil--Montclair Times--June 6, 1946
Character Education--Montclair Times--March 7, 1946

The year has been busy but interesting.

Respectfully submitted,

J. D. Messick

J. D. Messick
Dean of Instruction

JDM:mmf

ANNUAL REPORT OF THE REGISTRAR
1945-46

Trends and Developments

Enrollment

As of October 1945 a total of 743 students representing all the counties of the State except Cape May and Salem enrolled in the undergraduate division. Of this number 661 were women including 2 out-of-state residents and 82 were men.

Table I — ANALYSIS OF ENROLLMENT
Undergraduate Division, Oct. 1945 by Counties

County	Men	Women	Total
Atlantic	-	6	6
Bergen	10	86	96
Burlington	-	3	3
Camden	1	4	5
Cape May	-	-	-
Cumberland	-	7	7
Essex	41	243	282
Gloucester	-	1	1
Hudson	9	73	82
Hunterdon	-	1	1
Mercer	-	3	3
Middlesex	-	8	8
Monmouth	-	19	19
Morris	-	23	23
Ocean	-	2	2
Passaic	18	120	138
Salem	-	-	-
Somerset	-	9	9
Sussex	1	10	11
Union	2	37	39
Warren	-	4	4
Out-of-State	-	2	2
TOTALS	82	661	743

Events and Developments

Conferences

As of October 1975 a total of 750 students registered for all the programs of the Institute. Among them they had taken advantage of the multicultural activities for 1974 another 761 were drawn into initiating a multicultural realization and 67 were made

Table 1 ACTIVITIES OF EDUCATION
Interpretation Operation, Oct. 1975 to October

Country	Jan	Women	Total
Australia	-	-	-
Belgium	10	20	30
Burkina Faso	-	-	-
Canada	1	2	3
Cote d'Ivoire	-	-	-
Denmark	-	-	-
Finland	-	7	7
France	10	240	250
Germany	-	1	1
Italy	-	10	10
Japan	-	-	-
Malaysia	-	-	-
Mexico	-	-	-
Nigeria	-	-	-
Norway	-	10	10
Oman	-	10	10
Panama	-	10	10
Peru	-	20	20
Philippines	-	20	20
Portugal	10	200	210
Qatar	-	-	-
Romania	-	-	-
Russia	-	-	-
Spain	1	10	11
Sweden	-	17	17
Switzerland	-	4	4
Tanzania	-	-	-
United States	20	80	100

Distribution by counties February 1, 1946 showed a total of 861 students from all counties except Cape May and Salem, and 3 out-of-state residents. The number of women enrolled was 664 and the men 197.

Table II ANALYSIS OF ENROLLMENT
Undergraduate Division, Feb. 1946 by Counties

County	Men	Women	Total
Atlantic	1	6	7
Bergen	27	84	111
Burlington	-	3	3
Camden	2	4	6
Cape May	-	-	-
Cumberland	1	7	8
Essex	92	245	337
Gloucester	1	1	2
Hudson	19	70	89
Hunterdon	-	1	1
Mercer	-	3	3
Middlesex	2	7	9
Monmouth	1	18	19
Morris	3	22	25
Ocean	-	2	2
Passaic	39	125	164
Salem	-	-	-
Somerset	1	9	10
Sussex	1	10	11
Union	5	41	46
Warren	-	5	5
Out-of-State	2	1	3
TOTALS	197	664	861

Distribution of Swedish Infantry I, 1940 according to total of 231 students from all secondary school-leaving exams and 1 preparatory "vocational". The number of women included was not more than 227.

TABLE 22

NUMBERS OF STUDENTS
(DISTINGUISHING STUDENTS FROM THOSE OF COMPANY)

Company	Men	Women	Total
ADAMSON	1	1	2
BERGMAN	25	46	71
BERTILSSON	1	2	3
DAHMÉN	1	2	3
DAHL	1	1	2
DANIELSSON	2	1	3
EKMAN	25	92	117
FRANK	1	1	2
GRANBERG	23	70	93
HÅKAN	1	1	2
INGELSTÅL	1	1	2
JÄRVER	1	1	2
KLOCKARE	1	2	3
LINDGREN	1	1	2
LUNDÉN	1	1	2
MARTIN	1	1	2
OHMAN	30	90	120
PALMGREN	1	1	2
SALAM	1	1	2
SANDBERG	1	10	11
SANDÉN	1	2	3
SÖLVE	1	2	3
SÖRLÖN	1	1	2
ÖSTERMAN	1	1	2
TOTAL	107	124	231

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The distribution of enrollment by departments for October 1945 and for February 1946 is shown in Tables III and IV which follow.

Table III

ANALYSIS OF ENROLLMENT
Undergraduate Division, Oct. 1945
Distribution By Departments and Classes

CURRICULA	YEAR IN COLLEGE							
	First		Second	Third	Fourth	Men	Women	Total
For Secondary Teachers	Interm. Freshmen	Regular Freshmen						
Business	6	26	20	8	7	8	59	67
English	4	36	55	49	31	9	166	175
Language	4	46	28	20	14	11	101	112
Mathematics	1	41	33	34	18	14	113	127
Science	4	24	22	18	13	12	69	81
Social Studies	6	37	55	44	29	25	146	171
Music	1	7	2	-	-	3	7	10
TOTALS	26	217	215	173	112	82	661	743

Table IV

ANALYSIS OF ENROLLMENT
Undergraduate Division, February 1946
Distribution by Departments and Classes

CURRICULA	YEAR IN COLLEGE							
	First		Second	Third	Fourth	Men	Women	Total
For Secondary Teachers	Interm. Freshmen	Regular Freshmen						
Business	28	27	26	20	8	41	68	109
English	11	34	56	44	42	18	169	187
Language	2	42	27	24	17	12	100	112
Mathematics	10	37	24	31	24	25	101	126
Music	9	7	4	3	-	14	9	23
Science	3	23	24	24	15	19	70	89
Social Studies	22	44	51	65	33	68	147	215
TOTALS	85	214	212	211	139	197	664	861

[redacted]

The distribution of enrollment by towns of Essex County is shown in Table V.

Table V — ANALYSIS OF ENROLLMENT
Undergraduate Division, Feb. 1946
Distribution of Enrollment By Towns of Essex County

Town	Number	Town	Number
Belleville	17	Newark (continued)	
Bloomfield	26	Our Lady of Good Counsel	3
		St. Benedict Prep.	2
Caldwell		St. Paul's	1
Grover Cleveland	13	St. Vincent's Academy	2
Mt.St.Dominic Academy	2	St. Barromeo	2
East Orange	17	Nutley	3
Glen Ridge	3	Orange	
Irvington	18	Miss Beard's	1
Millburn	2	Orange High	9
		Our Lady of Valley	1
Montclair			
College High	7	South Orange	6
Montclair High	21	Verona	5
Montclair Academy	1	West Orange	10
Newark		TOTAL	337
Arts	4		
Barringer	25		
Central	4		
East Side	17		
South Side	25		
Weequahic	36		
West Side	54		

There was an increase in the number of entrants in 1945-46. This increase has been due to the return of students from the Service, and from release of students aiding in industry during the emergency period of the war. This year our recruiting program has been promoted greatly by suggestions from guidance counselors and high school principals of the State. An indication of the increase in the number of students is also shown by the enrollment of 199 veterans. As of May 22, 1946 the veteran enrollment of the undergraduate division was 162, graduate division 27, and those registered as special students 10. A detailed report of veterans is contained in the Report of the Director of Personnel.

The advanced standing students admitted during 1945-46 totaled 130. The distribution by classes was: sophomores 55, juniors,60, seniors 15. Distribution by departments: Business 21, English 19, Language 6, Mathematics 14, Music 5, Science 23, Social Studies 42. Of the total 43 students were former MSTC people who returned from service to complete their courses. There are approximately 36 colleges represented from which advanced standing students now attend Montclair have been accepted.

The distribution of enrollment by terms of three years is shown in Table V.

Table V

Schools of Superior
Undergraduate Division, 1944
Distribution of Enrollment by Terms of Three Years

Term	Freshmen	Term	Sophomore
Fall-Winter	12	Sophomore (continued)	
Spring-Fall	44	Our Lady of Good Counsel	7
		St. Benedict's Prep.	2
Winter		St. Philip	2
Summer (Regular)	12	St. Elizabeth Academy	1
St. Benedict Academy	2	St. Patrick	2
			2
Spring-Summer	12	Seminary	
Fall-Winter	2	Grotto	2
Spring	12	St. Bede's	1
	4	Omega High	2
Terminal		Our Lady of Sorrows	1
Antioch High	7		
Benedictine High	21	Sacred Heart	4
Terminal Academy	1	Vianney	5
		Saint Gregory	10
Summer		Total	107
Fall	4		
Winter	10		
Spring	4		
Fall High	17		
Spring High	20		
Seminary	20		
Saint Bede	24		

There was an increase in the number of entrants in 1944-45. This increase has been due to the return of students from the service, and from the return of students to attend in Industry during the emergency period of the war. This year the Benedictine Academy has been promoted greatly by encouraging from graduate encouragement and high school principals of the state. An initiation of the increase in the number of students is also given by the enrollment of the seminary. As of Dec 31, 1944 the various enrollment of the undergraduate division was 107, graduate 97, and those registered on general students 10. A detailed report of students is contained in the report of the director of research.

The regional reading students initiated during 1943-44 totaled 130. The distribution by classes was: sophomores 25, Junior 20, seniors 12. Distribution by departments: Science 21, English 12, Language 9, mathematics 11, Sociology 9, Social Studies 24. Of the total 42 students were former GED people who desired from service to complete their courses. There are approximately 20 students represented from which attended evening students students are about equally.

In February 1942 our enrollment totaled 206 men, 435 women, which was a slight decrease from the previous year. During February 1946 the enrollment of both men and women students increased. The Total number of men was 197 and the women 664. The average enrolled in all classes has increased. Table VI illustrates the changes according to classes, departments and personnel.

Table VI — COMPARISON OF ENROLLMENTS
Undergraduate Division, 1941-42 and 1945-46
February

A. Enrollment by Classes

Class	1941-42 February	1945-46 February
Freshmen	184	299
Sophomores	164	212
Juniors	157	211
Seniors	136	139
TOTALS	641	861

B. Enrollment By Departments

	1941-42 February				1945-46 February			
	Freshmen	Sophomores	Juniors	Seniors	Freshmen	Sophomores	Juniors	Seniors
Bus.Ed.	34	26	19	22	45	26	20	8
English	30	34	40	37	45	56	44	42
Language	33	29	23	13	44	27	24	17
Mathematics	23	29	20	17	47	24	31	24
Music	-	-	-	-	16	4	3	-
Science	25	13	20	17	26	24	24	15
Soc.St.	39	33	35	30	66	51	65	33
TOTALS	184	164	157	136	299	212	211	139

The above table shows there was an increase in the number enrolled in all departments.

C. Personnel

	1941-42 February	1945-46 February
Men	207	197
Women	434	664
TOTALS	641	861

The State limitations to departmental enrollments will effect the number admitted to each department for the year 1946-47. We shall be permitted to enroll only a designated number of students in each department. The quotas are to be filled in order of rank of applicants. We may admit a student to his second choice major if he does not qualify in the original quota.

In February 1941 our enrollment totaled 320 men, all women, which was a slight decrease from the previous year. During February 1941 the enrollment of both men and women students increased. The total number of men was 187 and the women 133. The average enrolled in all classes for February was 127 and illustrates the average attendance in classes, laboratories and practicum.

Table VI
Comparative Statistics, 1940-41 and 1941-42
February

	1940-41 February	1941-42 February
A. Enrollment by Classes		
Freshmen	104	[illegible]
Sophomores	104	[illegible]
Juniors	127	[illegible]
Seniors	104	[illegible]
Totals	320	320

B. Enrollment by Departments

	1940-41 February				1941-42 February			
	Freshmen	Sophomores	Juniors	Seniors	Freshmen	Sophomores	Juniors	Seniors
Art	24	30	14	12	40	18	10	8
Biology	20	24	20	17	16	22	24	22
Chemistry	21	24	18	13	24	17	14	17
Economics	12	24	20	17	24	12	21	14
Music	*	*	*	*	12	*	7	*
Physics	12	12	20	17	18	14	21	11
Speech	17	24	20	20	24	21	21	20
Totals	106	138	127	104	138	104	117	102

The above table gives those men and women in the senior division in all departments.

C. Personnel

	1940-41 February	1941-42 February
Men	187	187
Women	133	133
Totals	320	320

The three individuals in the Commercial department will attend the summer session in such department in the year 1941-42. A small is provided by merely only a limited number of students in each department. The Dorms are the in filled in order of their of application. In the small a student in the Dorm Commission order if is into not qualify in the original group.

The number of candidates who took the entrance examination April 29 for admission to the freshman class was 271. An additional examination will be held during the first week in August for candidates who were not present for the first examination, April 29. Most of these late candidates are people returning from service who wish to take advantage of the G. I. Bill of Rights.

In view of the fact that as of July 1, 1946, we have received a total of 115 additional applications for the September 1947 freshman class and 62 applications for admission with advanced standing we shall be unable to accomodate out-of-state students who apply, until a later date when our facilities can take care of them.

During the period February 1935 through February 1946 the highest enrollment of men was 253 in 1939. The highest enrollment of women for the same period was 664 in February 1946. The highest total enrollment of the college was 861, also in February 1946.

STATUS OF STUDENT MEMBERSHIP
End of Fall and Spring Semesters 1945-46

	Fall			Spring		
	Men	Women	Total	Men	Women	Total
Total semester registration	82	661	743	197	664	861
Number withdrawals during semester	8	25	33	13	4	17
Number dismissals during semester	1	-	1	-	1	1
Number graduated during semester	-	-	-	10	97	107
Number enrolled at end of semester	73	636	709	174	562	736
Reasons for Withdrawals						
Illness	-	5	5	2	1	3
Lack of funds	2	4	6	2	-	2
Death	-	-	-	-	-	-
Marriage	-	-	-	-	-	-
To another institution		3	3	-	-	-
Any other	2	13	15	2	3	5
Service	4	-	4	7	-	7
TOTAL	8	25	33	13	4	17
Reasons for Dismissals						
Discipline	-	-	-	-	-	-
Poor scholarship	1	-	1	-	1	1
Poor health	-	-	-	-	-	-
Any other	-	-	-	-	-	-

The number of counselors who met the minimum requirements with 25 for admission to the Freedom class was 171. A similar comparison will be made during the fall when we have for consideration who were in Freedom for the first consecutive, regular six. Some of these late additions are people returning from months who had to take advantage of the 7, 14, 21 or 28 days.

In view of the fact that not at July 1, 1960, we have received a total of 112 additional applications for the Freedom class, we have decided to continue class for admission with spring semester starting we shall be able to handle 50 applicants additional applicants during the fall, which a large size with our facilities and take care of them.

During the period February 1st through February 28th the Grand Jury visited at one or two jails. The largest population of women for the week period was 20 in February 1960. The largest total population of the prisoner was 761, also in February 1960.

Table 6 of Jail Ministry
Use of Jail and Spring Semester 1959-60

	Jail			Spring		
	Men	Women	Total	Men	Women	Total
Total counselor implementation	91	181	272	117	181	298
Number attendance during semester	4	65	69	12	4	16
Number Counselors during semester	1	-	1	-	1	1
Number counselors during semester	4	-	4	10	17	27
Number employed in end of semester	87	116	203	105	160	265
Reasons for discharge						
Illness	-	6	6	6	2	8
Lack of funds	2	8	8	1	-	1
Death	-	-	-	-	-	-
Service	-	-	-	-	-	-
To another institution	-	2	2	-	-	-
Any other	2	12	12	2	2	2
Overlap	-	-	-	7	-	7
Total	4	28	32	16	4	27
Reasons for discharge						
Discipline	-	-	-	-	-	-
Poor school work	2	-	2	-	2	2
Poor health	-	-	-	-	-	-
Any other	-	-	-	-	-	-

The accelerated program established to meet the needs of teacher shortage during the war period has been continued. In the summer term of twelve weeks for the school year 1945-46 of the undergraduate division the distribution by classes and departments is shown in Table VII

Table VII — ANALYSIS OF ENROLLMENT
Undergraduate Division By Classes and Departments
May 23-July 6, 1945

CURRICULA	YEAR IN COLLEGE						
For Secondary Teachers	First	Second	Third	Fourth	Total	Men	Women
Business	4	1	4	5	14	-	14
English	5	4	18	27	54	6	48
Language	-	2	11	8	21	3	18
Mathematics	2	1	13	20	36	2	34
Music	-	1	-	-	1	1	-
Science	-	1	5	7	13	6	7
Social Studies	6	9	16	22	53	11	42
TOTALS	17	19	67	89	192	29	163
Analysis of Additional Enrollment July 6, 1945							
Business	2	-	-	3	5	1	4
English	-	-	-	-	-	-	-
Language	-	-	-	-	-	-	-
Mathematics	1	-	-	-	1	-	1
Music	-	-	-	-	-	-	-
Science	2	-	-	3	5	2	3
Social Studies	1	-	-	-	1	1	-
TOTALS	6	-	-	6	12	4	8

The first six weeks summer term of 192 plus the additional enrollment during the last six weeks of 12 students in the undergraduate division totaled 204. in the extension division the number attending the first six weeks was 29, and the second six weeks term (which is the regular summer session for teachers in service) 178 registered. The grand total of undergraduate and extension divisions for May 23-August 17 1945 was 411 of which 83 were men and 328 were women. A detailed report of extension enrollment is contained in the Report of the Secretary of the Part-time and Extension division.

The manufacturing program continued to meet the needs of various departments during the war period and then some additions. In the second year of twelve months the total number of employees in the laboratories division the distribution by classes and departments is shown in Table VII.

[Table VII] Laboratories Division by Classes and Departments
May 31st-July 4, 1945

Department	Class IV	Class III	Class II	Class I	Total	Men	Women
Machine	4	1	6	2	13	-	13
Welding	1	6	18	17	44	2	42
Laboratory	-	2	17	8	27	1	26
Stockroom	2	1	14	20	37	1	36
Stores	-	1	-	-	1	1	-
Boiler	-	1	8	7	16	1	9
Metal finishes	2	2	20	10	34	2	32
Total	17	14	83	64	178	18	160

Employees of Additional Department
July 4, 1945

Machine	2	-	-	2	4	1	3
Welding	-	-	1	-	1	1	-
Laboratory	-	1	-	-	1	-	1
Stockroom	1	-	1	1	3	2	1
Stores	-	-	-	-	-	-	-
Inspector	2	-	1	2	5	2	3
Metal finishes	1	-	-	1	2	1	1
Total	6	1	3	6	16	7	9

The first six months saw some of the plan the additional activities during the last six years at it attempt in the laboratories division having 104, in the production division the number eliminating the first six years was 62, and the second six years were (also in the regular summer months for training in service) 177 employees. The grand total of laboratories and production divisions for the department is 344 and 62 of which 62 were men and 282 were women. A detailed report of additional activities is contained in the report of the laboratory of the laboratories and production division.

Trends of The Accelerated Program

I Enrollment

Freshman enrollment for 1945-46 was as follows:

Date	Men	Women	Total
May 1945	4	4	4
Sept. 1945	36	207	243
Jan. 1946	70	15	85
Totals	110	226	336

The percentage of yearly freshman enrollment admitted each term was: May .002%; September 72.3%; January 25.3%

Percentage of yearly enrollment in attendance during summer sessions: 1943 -59%; 1944 - 37%; 1945 - 29.9%; 1946 - 37.2%

In 1942 the trend toward acceleration increased. A decrease occurred during the year 1944-45 and the registration figures showed that the majority of the students were pursuing a regular non-accelerated program. However, during the year 1945-46 the registration for the first term of the summer showed the highest enrollment since acceleration began. The enrollment as of May 22 was 321. Students taking advantage of the G.I.Bill of Rights are anxious to complete their education as soon as possible.

Student Personnel Changed by Acceleration

	Men		Women		Total Enrollment	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1942-43	190	149	506	432	696	531
1943-44	57	49	504	512	561	561
1944-45	65	66	608	597	673	663
1945-46	82	197	661	664	743	861

II Effects of Acceleration on the Program

Class enrollments were increased in every department especially since February 1946. The smallest class listed was Latin with 3 students. The largest class 95; and the average class listed 31 students.

Scholastic averages of those accelerating compare favorably with the non-accelerated students. The scholastic records of the veterans at the end of the spring term, May 23, 1946 indicate that they are doing good work and intend to continue with their education.

III Graduates

A sketch study of the graduating classes May 1942-August 1946

Date of Graduation	Number Graduated
May 1942	153
Jan.1943	125
May 1943	29
Aug.1943	116
May 1944	59
Aug.1944	53
May 1945	72
Aug.1945	51
May 1946	107
Augu.1946	34

The total number of A.B. graduates since 1930 is 2766

Graduate students

The graduate students who received the Master of Arts degree in 1940-41 totaled 76. A summary of the number graduating each year since 1941 follows.

Date of Graduation	Number Graduated
May 1942	66
May 1943	32
May 1944	21
May 1945	25
May 1946	49
Aug.1946	16

The total number of A.M. graduates since 1933 is--590.

Table VIII ANALYSIS OF GRADUATION
Distribution by Departments
Students Receiving A.M. Degree
May 1946

	Not previously eligible for certificate		Previously eligible for certificate		Total	
	Men	Women	Men	Women	Men	Women
Administration & Supervision	-	-	17	4	17	4
English	1	-	2	5	3	5
Mathematics	-	-	3	-	3	-
Personnel & Guidance	-	-	3	7	3	7
Science	-	-	-	1	-	1
Social Studies	-	-	1	5	1	5
TOTALS	1	-	26	22	27	22

Students Receiving A.M. Degree
August 1946

Administration & Supervision	-	-	5	1	5	1
English	-	-	2	4	2	4
Mathematics	-	-	1	-	1	-
Personnel & Guidance	-	-	-	-	-	-
Social Studies	-	-	-	2	-	2
Science	-	-	1	-	1	-
TOTALS	-	-	9	7	9	7

The total number of students matriculated for the A.M. degree as of March, 1946 was 444. Distribution by departments as follows: Administration and Supervision 129, English 79, Mathematics 28, Personnel and Guidance 66, Science 27, Social Studies 109, Language 6. During the spring semester of 1946 a total of 131

Graduate students

The graduate students who received the degree of late Spring in 1940-41 totaled 72. A summary of the number graduating each year since 1941 follows.

Date of Graduation	Number graduated
Dec 1941	40
May 1942	32
Dec 1942	21
Dec 1943	29
May 1944	41
Aug.1944	41

The total enrolmy of G.S. students since 1941 is--Dec.

TABLE VIII

QUALITY OF INSTRUCTION
DISTRIBUTION BY DEPARTMENTS
FOURTH QUARTER G.S. COURSE
1944-1945

	Not previously eligible for certificate		Previously eligible for certificate		Total	
	Men	Women	Men	Women	Men	Women
Administration & Supervision						
Elementary	-	-	19	4	17	4
English	1	-	2	2	2	2
Mathematics	-	-	3	-	3	-
Secondary & Vocational & Guidance	-	-	2	7	4	7
Science	-	-	-	1	-	1
Social Studies	-	-	-	2	1	2
TOTALS	1	-	26	17	27	17

Summer Session 1945
G.S. Course

Administration & Supervision						
Elementary	-	-	4	1	2	1
English	-	-	2	2	2	2
Mathematics	-	-	1	-	1	-
Secondary & Vocational & Guidance	-	-	7	-	-	-
Social Studies	-	-	-	2	-	2
Science	-	-	-	1	-	1
TOTALS	-	-	4	4	2	4

The total enrolmy of students matriculated for the A.B. degree as of June, 1945 was 414. Distribution by departments is follows: Administration and Supervision 123, English 79, Mathematics 27, Vocational and Guidance 65, Science 17, Social studies 103, language 2. During the spring semester of 1945 a total of 121

students attended classes through the Part-time and Extension Division. It is expected that there will be a great increase in the number attending classes and the number of new matriculants for the degree.

Staff Changes

Miss Dorothea Wiersma resigned as temporary assistant to the Registrar. Mrs. Esther B. Spangeman was appointed as Assistant Registrar, October 1945.

Recommendations

I wish to recommend that:

1. We provide for as we did this year, all senior activities except commencement to be held for May and August candidates for the degree at one time.

2. Special consideration be given veterans who wish to matriculate.

3. Provide an advanced date for registration of advanced standing students when it would be convenient for the Heads of Departments to help plan these students programs.

4. Special assistance be given the Registrar's staff at the end of each semester to speed up the work required when sending reports of final grades to the students. This was done at the end of the May 1946 semester and was very worthwhile.

Personal Activities

Study made of program needs for September 1946
Served as faculty advisor for approximately 14 students
Chaperoned several student dances
Attended the following conferences: Association of New Jersey State Teachers Colleges, New Jersey Educational Association, New Jersey High School Commercial Teachers Association, Eastern Commercial Teachers Association.

Respectifully submitted,

Frances Van Etten, Registrar

ANNUAL REPORT

OF THE OFFICE OF

THE DEAN OF WOMEN

College Year 1945-1946

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CLUB, CLASS AND ORGANIZATION MEETINGS 1945-6

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SPECIAL MEETINGS	
Russ	13
Chapin	7
Administration Building	46
College H. S.	6

SOCIAL EVENTS	
Russ	28
Chapin	26
Administration Building	17
College H. S.	5
Off Campus	3

TOTAL SOCIALS AND MEETINGS	
Russ	887
Chapin	123
Administration Building	567
College H. S.	19
Off Campus	41
Picnic Grounds	42

Non-Collgee groups using College facilities 36

[illegible] COLLEGE [illegible]
[illegible]
[illegible]

[illegible]		[illegible]	
Bush	34	[illegible]	17
Grace Prentice	32	[illegible]	7
	66		
Chapin	30	[illegible]	46
Administration Building	28	Julian H. C.	6
Gallup H. C.	7		
Cut Bridge	1		

[illegible]		[illegible]	
Bush	10	Fuel	491
Chapin	46	[illegible]	149
Administration Building	17	[illegible] Building	287
Gallup H. C.	7	Gallup H. C.	14
Cut Bridge	1	Cut Bridge	41
		[illegible]	45

Non-College [illegible] [illegible] [illegible] 44

REGULAR CLUB MEETINGS
1945-1946

CLUB	NUMBER OF MEETINGS 1 per mo.	2 per mo.	No. per mo.	Tot per yr.	PLACE
Aldornia	x			9	Russ
Aphesteon	x			9	Chapin
Band			4	36	Room 24
Cheerleaders			4	36	Locker Room
Choir			8	72	Room 24
Choral Speaking	x			9	Russ
Classical	x			9	Russ
Clio	x			9	Chapin
Commercial	x			9	Faculty Lunch Room
Commuters			When needed		Room 4
Creative Writing		x		18	Room 2
Dance			4	36	Room 4
Geography	x			9	Room 26
Il Circolo Italianox				9	Chapin
Intercultural Relations		x		18	Listining Room
International Relationsx/				9	Chapin
Kappa Delta Pi	x			9	Chapin
La Tertulia Espcnola x/				9	Russ
Le Cercle Francais x				9	Russ
League of Women Voters	x			9	Faculty Lunch Room
Men's Athletic Association			Regular practice		
Orchestra			12	108	Room 24
Players	x			9	College H. S.
Poetry Club	x			9	Faculty Lunch Room
Pro Musica	x			9	Listening Room
Psychology	x			9	Chapin
Rohwec	x			9	Chapin
Science		x		18	Chapin
Sigma Phi Mu	x			9	Chapin
Student Gov't Assoc		x		18	Faculty Lunch Room
Women's Athletic Assoc.		x		18	Room 9
Other regular practice meetings 3 times weekly					
Women's Glee Club			8	72	Room 24
Zeta Phi	x			9	Room 1

Clubs which were inactive during the war and which reorganized in January 1946:

Agora	x			9	Russ Hall
Senate	x			5	Mr. Bohn's home
Tribe	x			5	

New Clubs formed in January 1946:

	1 per mo.	2 per mo.	No. per mo.	Tot per yr.	PLACE
American Veterans Committee	x			9	Room 1
Phi Lambda Pi	x			9	Faculty Lunch Room

The following hold meetings only when necessary to conduct business:

Bureau of Student Publications

Montclairion	Bi-monthly newspaper
Arrowhead	Freshman handbook
La Campana	College Yearbook
Quarterly	Creative writing and art

Classes

- Freshman
- Sophomore
- Junior
- Senior

SPECIAL MEETINGS

September	18	Club Advisors and Officers	Room 4
	25	Sophomore Class Meeting	Room 4
	27	Senior Class Meeting	Room 4
October	3	SGA Meeting	Room 4
	15	SGA and Class Vice President's Meeting	Personnel Office
November	15	Alumni Executive Meeting	Personnel Office
December	3	Chanuka Service	Russ
	7	College Group Pictures	Chapin
	17	Music Department Christmas Concert 10:45	Russ
	17	Music Department Chirstmas Concert 3:30	Russ
	19	Christmas Devotional Service	Russ
January	7	Intermediate Freshman Meeting	Room 4
	15	Senior Class Meeting	Room 4
	16	Montclair Recreational Group	Room 4
	17	Senior Class Meeting	Room 4
	24	Veterans Meeting	Room 4
	24	WAA Officials Examinations	Gym
	25	Sophomore Class Meeting	Room 4
	25	Freshman Class Meeting	Room 4
	28	Sophomore Class Meeting	Room 4
	31	SGA and Class Vice Presidents Meeting	Personnel Office
February	1	Junior Class Meeting	Room 4
	5	Alumni Executive Meeting	Personnel Office
	6	Junior Class Meeting	Room 4
	7	Freshman Class Meeting	Room 4
	7	Alumni Dance Committee Meeting	Personnel Office
	7	Sophomore Class Meeting	Room 4
	26	Freshman Class Meeting	Room 4
March	5	Freshman Class Meeting	Gym
	5	Sophomore Class Meeting	Room 24
	5	Junior Class Meeting	Room 4
	5	N.J. State Department (Veteran Guidance) Meeting	Room 4
	7	N.J. High School Principals Meeting	Chapin
	11	Junior Class Meeting	Room 4
	18	Sarah Lawrence Dance Group	Gym
	26	Freshman Class Meeting	Room 4
	29	Sophomore Class Meeting	Room 4
April	4	Senior Class Meeting	Room 24
	4	Alumni Executive Meeting	Personnel Office
	8	AVC Meeting	Room 1
	11	Senior Class Meeting	Room 4
	11	Chapin Memorial Fund Meeting	Dr. Sprague's Office
	11	WAA Officials Meeting	Gym
	17	Junior Class Meeting	Room 4
May	2	Montclair Heights Community Association	Room 4
	7	Personality Lecture	Russ
	9	Senior Class Meeting	Room 2
	10	China Workshop Meeting	Russ
	13	Interdormitory Meeting	Russ and Chapin

[illegible]

September	16	Club Activities and Orientation	Room [illegible]
	20	Sophomore Class Meeting	Room 4
	27	Senior Class Meeting	Room 4
October	4	[illegible]	Room 4
	11	ROTC and Class Elections (Freshmen's choice)	Freshmen Office
November	15	Class Executive Meeting	Faculty Office
December	5	Commons Forum	Auditorium
	7	Senior Prom, Interior	Gym
	17	Music Department Christmas Concert 10:45	Auditorium
	17	Music Department Christmas Concert, 7:00	Auditorium
	18	Christmas Assembly - Service	Auditorium
January	1	Intersession - Faculty meeting	Room 4
	16	Senior Class Meeting	Room 1
	16	Assembly Departmental Group	Room 4
	17	Senior Class Meeting	Room 4
	18	Veterans Meeting	Room 4
	24	NAP Chemistry Demonstration	Gym
	26	Sophomore Class Meeting	Room 4
	25	Freshman Class Meeting	Room 4
	26	Sophomore Class Meeting	Room 4
	31	Sophomore Class President Meeting	Faculty Office
February	1	Junior Class Meeting	Room 4
	2	Alumni Executive Meeting	Faculty Office
	6	Junior Class Meeting	Room 4
	7	Freshman Class Meeting	Room 4
	7	Alumni Board Committee Meeting	Faculty Office
	7	Sophomore Class Meeting	Room 4
	28	Freshman Class Meeting	Room 4
March	3	Freshman Class Meeting	Gym
	5	Sophomore Class Meeting	Room 14
	6	Junior Class Meeting	Room 4
	7	R.O.T.C. [illegible] Department Informal Meeting	Room 4
	7	R.O.T.C. High School Leadership Meeting	Chapel
	11	Junior Class Meeting	Room 4
	12	Boys Interest Group Group	Gym
	26	Freshman Class Meeting	Room 4
	25	Sophomore Class Meeting	Room 4
April	4	Senior Class Meeting	Room 24
	4	Alumni Executive Meeting	Faculty Office
	8	ROTC Meeting	Room 1
	11	Senior Class Meeting	Room 4
	11	Senior Alumni Luncheon Meeting	Mr. Brewer's Office
	12	Fall Activities Meeting	Gym
	17	Senior Class Meeting	Room 4
May	4	Middlebury Mothers Community Association	Room 4
	7	Parent-Teacher Meeting	Hall
	9	Senior - Alumni Meeting	Room 4
	10	Senior Honorary Meeting	Hall
	14	Intersession Meeting	Room and Campus

SPECIAL MEETINGS (Cont.)

May	18	IRC Conference	Amphitheater and Administration Bldg.
	19	Baccalaureate	Amphitheater
June	3	Interdormitory Meetings	Russ and Chapin
July	9	AVC Meeting	Russ
	9	Senate Meeting	Mr. Bohn's House
	24	AVC Meeting	Room 2
	25	Agora Meeting	Chapin
	30	Phi Lambda Pi	Chapin
August	6	Veterans Meeting	Room 2
	16	Commencement	Russ

SOCIAL AFFAIRS

September	13	Big Sister-Big Brother Party	Gym
	14	Peace Party	Gym
October	5	SGA Party	Gym
	8	Rohwec Open House	Room 4
	9	Sophomore Math Party for Freshmen	Chapin
	15	Scholarship Party	Russ
	17	Pro Musica Tea	Chapin
	18	Science Club Dinner	Russ
	24	Russ Tea - by Sophomores for Freshmen, Faculty	Russ
	26	N.J. Visual Education Association Dinner	Russ
November	9	Junior Informal Dance	Gym
	16	Senior Party	Gym
	20	Interdormitory Thanksgiving Dinner	Russ
	28	Faculty Meeting and tea	Chapin
December	5	Players Production	CHS
	6	" "	"
	7	" "	"
	8	" "	"
	10	Intercultural Relations Group Banquet	Chapin
	11	Rohwec Banquet	Marlboro Inn
	13	Mathematics Club Christmas Party	College High School
	14	Alumni Christmas Dance	Gym
	15	SGA Christmas Formal	Gym
	17	Science Club Party	Chapin
	18	Interdormitory Christmas Dinner	Russ
	20	State Teachers Association Dinner	Russ
January	16	Faculty Meeting and Tea	Chapin
February	1	China Institute Dinner	Russ
	2	Freshman Barn Dance	Gym
	6	Chapin Party	Chapin
	9	N.J. State Science Association	Russ
	12	Alumni Tea	Chapin
	16	SGA Valentine Dance	Gym
	18	Music Department Party	Listening Room
March	2	Freshman Formal	Russ
	9	Interdormitory Informal	Chapin
	15	Cabaret International	Gym
	16	Sophomore Informal	Chapin
	23	N.J. Classical Language Association Luncheon	Russ
	27	Faculty Meeting and Tea	Chapin
	29	Phi Lambda Pi Dance	Gym
	30	Alumni Formal	Chapin
April	5	Upper Montclair College Women's Club Bridge	Chapin
	7	Concert	Russ
	13	SGA Spring Formal	Gym
May	1	Speech Club Program	Chapin
	4	A.A.U.W. Meeting and Luncheon	Russ
	4	Junior Prom	Chapin

September	12	Big Tujunga-Big Tujunga -Tony	Gym
	14	Pecos Party	Gym
October	1	Pep Party	Gym
	6	Homecoming Game	Home
	8	Sophomore Arts Party for Freshmen	Virgin
	22	Sadie Hawkins Party	Gym
	27	Pep Assembly Jam	Vaqqin
	28	-Hoboes Club Dinner	Home
	29	Pass Law - by Conference for -freshmen, faculty	Home
	30	S.A.C. Fiesta Educational Assembly Hdqrs	Home
November	2	Junior Interest Dance	Gym
	16	Senior Party	Gym
	20	Intersociety Homecoming -Dance	Home
	28	Pep Rally and Tea	Vaqqin
December	6	Fiesta Production	Gym
	8	" "	"
	7	" "	"
	8	" "	"
	10	Intercultural Activities Group Dessert	Cherin
	12	Hobos Ski Out	Brighton Ski
	13	Mathematics Club Christmas Party	Tulare High Cafe
	14	Annual Matinee Dance	Gym
	16	FHA Christmas Formal	Gym
	17	Science Club Party	Vaqqin
	18	Interscholastic Christmas Dinner	Home
	20	Home Economics Association Dinner	Home
January	18	Faculty Meeting and Tea	Vaqqin
February	1	Chino Institute -Dance	Home
	2	Freshmen Arts Dance	Gym
	4	Pep Rally	Vaqqin
	10	S.A.C. Spain Cylinder Exhibition	Home
	12	Annual Tea	Vaqqin
	18	FHA Valentine Dance	Gym
	19	Junior Department Party	Cafeteria Room
March	2	Freshman Formal	Home
	3	Intersociety Informal	Vaqqin
	4	Student Interscholastic	Gym
	12	Faculty Interest	Vaqqin
	13	S.A.C. Classical Language Association Luncheon	Home
	17	Faculty Meeting and Tea	Cherin
	20	Pot Luncheon At Home	Gym
	30	Senior Formal	Vaqqin
April	3	Home Economics Cooking -Dance's Club Bridge	Vaqqin
	7	Concert	Home
	12	FHA Spring Formal	Gym
May	1	Speech Club Program	Vaqqin
	4	Faculty Meeting and Luncheon	Home
	4	Senior Play	Vaqqin

SOCIAL AFFAIRS (Cont.)

May	9	Montclair Women's Club	Russ
	9	Players Banquet	Robin Hood Inn
	11	Intercollegiate Council Meeting and Luncheon	Russ
	11	Alumni Meeting and Luncheon	Russ
	15	Speech Club Program	Chapin
	16	Women's Athletic Association Banquet	Chapin
	17	SGA Farewell Dance for Seniors	Gym
	18	Senior Ball	Russ
	19	Music Department Tea	Russ
	21	President's Reception for Graduates	Russ
	22	Senior Banquet	Robin Hood Inn
	23	Commencement	Amphitheater
June	4	Informal Dancing	Russ
	6	Faculty Student Softball Game	Upper Field
	10	Informal Sing	Chapin Balcony
	14	SGA Dance	Russ
	18	Informal Dancing	Russ
	19	Informal Dancing	Russ
	28	Tribe Informal	Chapin
July	9	Informal Dancing	Chapin
	11	Agora Open House	Russ
	17	Informal Dancing	Chapin
	24	" "	"
	25	" "	Russ
	31	" "	Russ
August	3	SGA Informal	Russ
	7	Informal Dancing	Chapin
	13	" "	Russ
	14	" "	Chapin

May	1	Lewisville Women's Club	Dana
	7	Airport Auxiliary	Bonnie Jane Lee
	11	Conservation Council meeting and luncheon	Dana
	13	Alumni meeting and luncheon	Mary
	18	Kiwanis Club Program	Jacqui
	19	Women's Catholic association luncheon	Virginia
	19	Mt. Pleasant Women for Teacher	Dana
	21	Twelve Girls	Dana
	22	Delta Sigma Pi	Dana
	24	President's Home Club for Servicemen	Dana
	26	Junior Forum	Julia Ann Lee
	27	Graduates	Angelina
June	4	Informal meeting	Dana
	8	Faculty Women's Club Girls Home	Dawn Frank
	10	Informal Party	Evelyn Falcon
	14	Art Dance	Dana
	15	Informal coffee	Dana
	16	Informal reading	Dana
	20	Girls Informal	Lloyd
July	1	Informal Reading	Jacqui
	10	Aqua Club Tour	Dana
	17	Informal reading	Virginia
	24	" "	"
	27	" "	Dana
	31	" "	Dana
August	3	Art Informal	Dana
	7	Informal reading	Cheryle
	21	" "	Dana
	24	" "	Cheryle

PICNICS - FIREPLACE

Groups outside College

September	27	Montclair High School
	29	General Motors
	30	Girl Scouts
October	16	Rotary Club
February	16	Girl Scouts
May	16	Girl Scouts
	22	Girl Scouts
	25	Jr. Girl Scouts
	29	Brownie Girl Scouts
June	1	St. John's Church School
	4	Girls' Service Club
	8	Boy Scouts
	9	Cub Boy Scouts
	15	Montclair Hts. Reform Church
	25	YWCA Play Camps
	28	Women's Club
July	2	YWCA Play Camps
	4	Neighborhood Group
	9	YWCA Play Camps
	16	YWCA Play Camps
	20	Verona Couples' Group
	23	YWCA Play Camps
	30	YWCA Play Camps
August	3	Business and Professional Women's Club

College Groups

September	20	Aldornia
November	1	Student Publications
	6	Dr. Hurts' Advisory Group
March	27	Student
May	2	Italian Club
	6	Interdormitory Group
	8	IRC
	9	Freshman Class
	12	Student
	13	Clio
	14	Student
	15	Student
	19	Student
	20	Senior Class
	25	Montclarion
	27	Interdormitory Group
August	1	Student
	6	Student

[illegible] - [illegible]

[illegible] public [illegible]

September	27	[illegible]
	29	General [illegible]
	30	[illegible]
October	12	Rotary Club
February	24	Girl Scouts
May	19	Girl Scouts
	22	Girl Scouts
	23	Jr. Girl Scouts
	28	Female Girl Scouts
June	1	[illegible]. Comm's Church School
	4	Girls' Service Club
	8	Boy Scouts
	9	Club Boy Scouts
	14	[illegible] Mrs. [illegible] [illegible]
	20	[illegible] Lady [illegible]
	24	[illegible]'s Club
July	2	YWCA Lady Chair
	8	[illegible] Lady Chair
	9	YWCA Lady Chair
	16	YWCA Lady Chair
	30	[illegible] Chair' Group
	23	YWCA Lady Chair
	30	YWCA Lady Chair
August	1	[illegible] [illegible]
		[illegible]'s Club

College Groups

September	10	Alberti
November	1	Student Publications
	8	Jr. Nurse' Advisory Group
March	27	[illegible]
May	1	Italian Club
	8	Interscholastic [illegible]
	8	ITC
	9	Freshman Class
	12	Student
	13	Club
	13	Students
	14	Faculty
	19	Student
	20	Senior Class
	23	Association
	27	Interscholastic Group
August	1	Student
	6	Student

TRIPS AWAY FROM COLLEGE

College trips involving group returning late to the dormitory	38
Other trips involving groups or individuals returning late to the dormitory	36
Total number of students admitted after closing hours of the dormitories at night	235

MISCELLANEOUS ACTIVITIES

War Bond and Stamp Drive

The last War Bond and Stamp Drive, organized and run by the SG.A., proved very successful due to the combined efforts of the S.G.A., faculty, and students. The director of the New Jersey War Finance Commission procured an official photographer from Washington D.C. to take pictures of representative groups selling and buying bonds and stamps. $19,348.20 was raised and the college earned and received 19 declemanias.

Red Cross

The Commuters Club again worked very hard collecting during the National Red Cross Drive. They raised about $125.

Hahne's "College Campus Pictures"

On August 5th, a group of 20 girls from Hahne's Department Store in Newark used the campus and buildings as a setting for pictures showing typical collegiate outfits for various occasions.

Alumni Affairs

Date	Event	Approximate Attendance
November	Tea in Atlantic City	222
December	Alumni Senior Christmas Party	150
February 12	Homecoming Day	
	Tea	125
	Alumni vs. Varsity Basketball Game	150
March 30	Alumni Formal Dance	175
May	Business Meeting and Luncheon	75

n.b. The Basketball Game and Formal Dance were held in 1946 for the first time since the outbreak of the war.

CONFERENCES

State Association of Teachers Colleges

On December 20th and 21st, 1945, members of the Association of State Teachers Colleges of New Jersey met at Montclair for a two day conference. All faculty present from Glassboro and Trenton and a few from Paterson, Jersey City, Newark, and Montclair stayed overnight in the dormitories.

Following is a chart of the events, place, and time of meeting and number accommodated at each:

Event	Place	Time	Number of People
Coffee and rolls	Russ Dining Room	Dec. 20 - A.M.	154
Meeting	Russ Living Room	Dec. 20 - A.M.	250
Lunch	Russ Dining Room	Dec. 20 - noon	232
Meeting	Russ Living Room	Dec. - 20-P.M.	250
Old English Dinner	Russ Dining Room and Living Rooms	Dec. 20 - P.M.	170
Overnight	Women - Russ Men - Chapin	Dec. 20 - P.M.	78
Breakfast	Russ Dining Room	Dec. 21 - A.M.	75
Meeting	Russ Living Room	Dec. 21 - .AM.	250
Lunch	Russ Dining Room	Dec. 21 - noon	220
Meeting	Russ Living Room	Dec. 21 - P.M.	200

Glassboro Group

On May 3, 1946, a group of 48 senior Social Studies Majors from the State Teachers College at Glassboro had dinner, stayed overnight, and had breakfast at Montclair.

Girl Scout Leadership Courses

During the weeks of July 14th to 27th, two Girl Scout Leadership Courses were held on the campus. The groups lived in Russ Hall and held their all day sessions in Room 29 in the Administration Building.

Date	Number of people	Personnel in Group
July 14-20	23	Training course for Brownie and Intermediate Scout Leaders
July 21 - 27	21	Training Course for Intermediate & Senior Scout Leaders

American Association of University Women

On May 31, 1946, approximately 200 of the New Jersey Chapter of the American Association of University Women held their annual business and luncheon meeting in Russ Hall. They asked to meet ther because the college had shortly before been admitted to membership in the Association

CONFERENCES

State Association of Insurance Agents

On December 5th and 6th, 1949, members of the Association of State Insurance Agents met at Kansas City for a two day conference. All faculty members from University and Extension and Dr. [illegible] Professor Emeritus, Kansas, and Montclair attended meetings in the interest.

Following is a report of the events, place, and time of meeting and number accommodated at each:

Event	Place	Time	Number of People
Coffee and rolls	Blue Lizard Room	Dec. 5th - [illegible]	45
Meeting	Blue Living Room	Dec. 5th - [illegible]	150
Lunch	Blue Dining Room	Dec. 5th - [illegible]	75
Meeting	Blue Living Room	Dec. - [illegible]	150
Old English Dinner	Blue Dining Room and Living Room	Dec. 5th - [illegible]	170
Overnight	Blue - Main Lobby	Dec. 5th - [illegible]	75
Breakfast	Blue Dining Room	Dec. 6th - [illegible]	75
Meeting	Blue Library Room	Dec. 6th - [illegible]	150
Lunch	Blue Dining Room	Dec. 6th - [illegible]	75
Meeting	Blue Library Room	Dec. 6th - [illegible]	150

Glaucoma Group

On May 5, 1949, a group of 45 junior social studies majors from the State Teachers College of Montclair had dinner, stayed overnight, and had breakfast at Montclair.

Coal Court Investigation Hearings

During the week of July 18th to 23rd, the Coal Court Investigation Hearings were held on the campus. The group came in June 20th and held daily all day sessions in Room 23 in the Administration Building.

Date	Number of People	Accommodations Made
July 18-19	25	Training course for Female and Interscholastic Scout Leaders
July 21 - 22	24	Training Course for Interscholastic & Senior Scout Leaders

American Association of University Women

On May 23, 1949, approximately 200 of the "Ten Year Course" of the American Association of University Women held their annual business and luncheon meeting in Blue Hall. They served in most case before the college and faculty before been invited to participate in the luncheon.

CONFERENCES (continued)

Chinese Conference

The Institute and workshop on China was held on the campus from June 26th to July 5th. There were 49 people in the group; six lived in the dormitory.

PART-TIME WORK OUTSIDE COLLEGE

One student lived in a private home and worked for his room and board.

Quite a number of students worked part time to help augment their income:

1) care of children

2) selling in stores

3) clerking in offices

STUDENT ABSENCES

Total period excuses are figured on the basis of 3 periods missed per day since that equals 15 periods per week. This is slightly low since the average student carries 16 hours per week.

I General Personnel Excuses:

Number of excuses	Total No. of days	Total number of periods
306 for odd periods		354
326 for 1 day	326	978
58 for 2 days	116	348
25 for 3 days	75	225
5 for 4 days	20	60
8 for 5 days	40	120
4 for 6 days	24	72
2 for 9 days	18	54
1 for 16 days	16	48
1 for 10 days	10	30
736		2289

II Religious Holiday Excuses:

Total number os slips _ 122
Total number of periods missed.....366

III Admit Slips, not Excuses:

Total Number of Slips :.....223
Total Number of Periods Missed 428

Personnel Total Period Excuses 3083

Total No. of Excuse slips issued by Personnel Dept.....1081
Total No. of Excuse Slips handed to Personnel Dept. by Med. Dept 3432
Total Number of Excuse Slips for 1945-46 4513

Total number of periods missed - Personnel Dept 3083
Total number of periods missed - Medical Department 9960

Total number of periods missed for 1945-46 13, 043

Comparison by years:

1943-44.....11,037
1944-45.....10,398
1945-46.....13043

[illegible]

Total period absence for illness in the month of 5 periods ahead is by other that equals 15 months for [illegible]. This is allowed for when [illegible] employee carried 15 months per month.

I General Personnel Summary:

Number of absences	Total No. of days	Total number of periods
206 for one period	[illegible]	[illegible]
122 for 2 days	[illegible]	[illegible]
86 for 3 days	[illegible]	[illegible]
12 for 4 days	[illegible]	[illegible]
7 for 5 days	[illegible]	[illegible]
8 for 6 days	[illegible]	[illegible]
4 for 8 days	[illegible]	[illegible]
2 for 9 days	[illegible]	[illegible]
1 for 12 days	[illegible]	[illegible]
1 for 10 days	[illegible]	[illegible]
372	[illegible]	

II Religious Affiliation Summary:

Total number of [illegible] ..... [illegible]
Total number of periods absence ..... [illegible]

III Union Affiliation Summary:

Total number of [illegible] ..... [illegible]
Total number of periods absent ..... [illegible]

Personnel	Total period leaves ..... [illegible]
Total No. of Union Affiliation issued by Personnel Dept. ..... [illegible]	
Total No. of Union Affiliation issued by Personnel Dept. by Ret. Cust. Dept.	[illegible]
Total Number of Union Affiliation for 1943-44	[illegible]
Total number of periods absent - Personnel Dept.	[illegible]
Total number of periods absent - Retail Department	[illegible]
Total number of periods absent for 1943-44	15,041

Comparison by years:

1941-42	[illegible]
1942-43	[illegible]
1943-44	[illegible]

DORMITORIES

Registration in the dormitories during 1945-1946.

	Chapin Hall	Russ Hall	Total
First Semester	96	107	203
Second Semester	93	108	199
Summer Session			
First six weeks	37	30	67
Second six weeks	89	58	147

College staff living in the dormitories:

Chapin
- Mrs. Hibbs - Housemother
- Mrs. Meade - Head of the Dining Room and relief housemother for Chapin and Russ.
- Miss Orvis - Assistant Nurse
- Mrs. Bell - Bookkeeper
- Two housemaids, 1 pantry woman, 1 houseman, 1 kitchen worker

Russ
- Mrs. Maxwell - housemother
- Miss Booth - Head Nurse
- 5 kitchen men

All waiting on tables was done by 45 student waitresses.

During the ten weeks that the seniors were out practice teaching, girls who ordinarily commute filled the places vacated by the seniors. This kept the dormitories filled and provided an opportunity for some girls to:

1. Have some experience in living on the campus.
2. Live on campus during ten weeks of bad commuting weather.

Due to the fact that the men returning to college from service had no place to live, rooms were procured for them in houses in the neighborhood, and arrangements were made for about 25 of them to have their dinners in the dining room at Russ Hall.

Because of the large number of veterans attending the summer session, Chapin was given over to the men for the entire twelve weeks. There were also six married couples living on the first floor of Chapin. Russ Hall was partitioned into sections to accommodate both girls and men.

SOCIAL COMPETENCE

Six sections of Integration 100C (Social Competence) met once a week for one semester. These sections included 222 students.

Class work includes:

A. Lectures, questions, discussions on such topics as

1. Introductions
2. Conversation
3. Grooming
4. Behavior at socials
5. Demands of group living
6. Manners in public places

B. Written tests

C. Oral topics

The classwork is supplemented by outside speakers on make-up, clothes, personality, etc.

HOSPITAL SERVICE PLAN

Staff members previously enrolled	48
Staff members belonging to plan who left college	5
New applicants	0
Total number	44

SUMMARY

The year of 1945-1946 showed a great increase in student interest and participation in club and social activities over the p preceding two years.

During the first semester, students showed a definite desire to organize and take part in club programs and both classes and clubs began to meet regularly and make plans for an active year.

During the second semester, due to the influx of veterans, the social affairs almost approached their pre-war state. The Student Government, which had taken over the social program during the previous two years when there had been practically no class affairs because of the lack of men, relinquished most of its plans and turned the program back to the class organizations. From February until May, eleven dances were held, of which only two were run by The Student Government Association. The other nine were given by class or club organizations. Five of the dances were formal, and this marked the first time a formal had been held at the college in four years.

I feel that the entire social picture has changed noticeably during the past year, and that everyone may hopefully look forward, during the next year, to a return to a normal traditional successful.

Respectfully submitted,

Margaret A. Sherwin

Margaret A. Sherwin
Dean of Women

ANNUAL REPORT OF THE LIBRARIAN FOR THE YEAR 1945/1946

I. TRENDS AND DEVELOPMENTS

A. Instruction

1. The series of four lectures to Seniors in each of the Methods (401) classes was given in both Summer and Fall terms. Faculty enthusiasm and student interest have proved that this type of instruction is successful for a college of this type.

2. The lessons to Sophomores in Composition classes have been continued in each semester. This, also, appears to be a satisfactory method of introducing the students to library facilities. The attention to individual needs, rather than general and theoretical lectures, has made the students aware that the members of the Library Staff can assist them in many ways. The practical nature of the work impresses them, also.

3. For the first time, classes in Integration 100A were assigned to the Librarian for one period. This period was used to give the Freshmen a brief survey of library regulations, and a tour of its facilities. The results in student use of the library were good, but the system was unfortunately not continued, because of Dr. Spears' absence.

4. The Librarian and the College High School Librarian collaborated in instruction of the course Literature for Adolescents during the Summer Session. The class was held, as in the previous summer, in the High School Library, where the atmosphere is conducive to a study of books for enjoyment. During the following Spring, Miss Cook assisted Dr. Fulcomer in the course, as previously. The enrollment for it was so large that for certain portions, it was necessary to divide the group into two. An increasing tendency of non-English majors to elect the course is gratifying.

5. As in the previous year, a student from the School of Library Science of Drexel Institute spent her period of practice-work here, working in all departments of the libraries. This practice not only keeps us up-to-date on new instructional trends in training for librarianship, but, in the years to come, will give us a list of possible assistants for full-time or temporary appointments.

B. Accessions

Statistics of accession and withdrawal will be given in Part IV.

C. Circulation

Statistics of circulation of books and other materials will be given in Part IV.

D. College High School Library

Statistics of book stock and book use will be given in Part IV. The circulation shows an increase of 563 items over the previous year, attributed to:

1. Increased use of College Catalogs because of the difficulty which non-veterans found in being admitted to the college of first or second choice.

2. Increase in use of fiction because of the course in Literature for Adolescents. These books were borrowed by College students.

3. Borrowing from other libraries of books for special purposes; e.g. books on religion during Religious Book Week.

In addition to the teaching of College classes already mentioned, the High School Librarian held 97 laboratory hours in the library, and taught Art and English to the 7th grade, as well as acting as their Home-room adviser.

The High School Librarian participates in many activities of the school, including acting as treasurer for class and club funds, and chaperone to 10 field trips. In addition, the Library was the collection center for clothing, books, soap and food for foreign relief.

E. Teaching Aids Service

1. Circulation of units. Statistics are included in the general statistics in Part IV.

2. During the year 379 units were cataloged and added to the loan collection. Materials received as gifts totalled, in value, approximately $170.00. Much material received for listing is turned over to the Library for cataloging or addition to the pamphlet files.

3. Publications of the Teaching Aids Service during the year were:

China
Russia
Guidance - Personal and Vocational
Economic geography
Physics

4. Montclair Sound Film Library. 11 schools participated.

5. Individual student assistance. 405 students registered with the Director for assistance in preparing assignments. Many of these returned repeatedly for help. The Service was used also during the evening hours by students in the part-time division.

F. Audio-visual Equipment Service

A statistical report will be given in Part IV.

II. STAFF

A. Members of permanent staff:

Miss Margaret G. Cook, Librarian, Instructor in English
Miss Anne Banks Cridlebaugh, Assistant Librarian in charge of Reference Room
Mrs. Florence Holmes Brainard, Library Assistant in charge of Loan Desk
Dr. Lili Heimers, Director of Audio-Visual and Teaching Aids Service, Instructor
Mrs. Mollie C. Winchester, Librarian of the College High School, Instructor
Miss Emma Fantone, Assistant Instructor in Audio-Visual Aids

B. Staff changes

There have been no changes in the personnel of the Library Staff, merely in their status. Miss Florence W. Holmes became Mrs. Marion Brainard in July, 1945. During the previous year, faculty status was given to Miss Cook, Mrs. Heimers, Mrs. Winchester and Miss Fantone.

Miss Fantone attended the Summer Session Library School at Peabody College for Teachers, in Nashville, Tenn. from June 12 to July 26. During her absence Miss Rita Convy and Mrs. Florence Gerson Gennet acted as typists. During Mrs. Brainard's absence the Loan Desk was for 4 weeks in the care of Miss Eleanora Rinaldi and for 2 weeks of Miss Harriet Jones. Miss Rinaldi and Mrs. Gennet are graduates of M.S.T.C., Miss Jones was a Senior.

III. RECOMMENDATIONS

Previous requests for expansion and additional staff are still unfilled. The increasing enrollment is making the physical labor of charging and discharging and shelving books so great that it will require extra loan desk and student help. We are still in need of a full-time cataloger who can take care of orders and new books received. The recommendation that Mrs. Brainard be transferred to this work is still valid. Additional funds to purchase books for an increasing student body will also be needed.

IV. STATISTICAL STUDIES

A. LIBRARY EXPENDITURES

Books	$2956.44
Periodicals	852.16
Binding	232.09
Supplies	336.10
TOTAL	$4376.79

The total expenditures for the preceding year were $3589.89.

B. ACCESSIONS AND WITHDRAWALS

	Main Collection	Textbook Exhibit	Total Main	High School	Total
In Library, July 1, 1945	44,935	3,259	48,194	3,300	51,494
Additions	1,727	131	1,858	196	2,054
Withdrawals	308	27	335	402	737
Net gain	1,419	104	1,523	-206	1,317
In Library, June 30, 1946	46,354	3,363	49,717	3,094	52,811
Cataloged pamphlets	6,291	12% of total			
Duplicate copies	13,401	25% of total			

C. CIRCULATION TOTALS

Monthly totals of books loaned:

	Non-reserved books	Reserved books	Teaching units incl. in total	Total
July, 1945	2,176	438	40	2614
August	1,158	177	51	1335
September	2,373	718	44	3091
October	4,133	1288	136	5421
November	3,441	1309	76	4750
December	2,240	584	39	2824
January, 1946	3,457	999	110	4456
February	3,327	1138	183	4465
March	3,976	1141	136	5117
April	3,971	765	47	4736
May	3,119	824	57	3943
June	1,620	444	2	2064
Total	34,991	9,825	921	44,816
Total High School				8,080
				52,896

Total previous year 51,855

D. TEACHING AIDS SERVICE

No. of units cataloged during the year	379
Total number of cataloged units	3,432
No. of visitors registered	405
Total circulation of cataloged units	921
Increase over previous year	81

Amount received from sale of mimeographed lists, July 1, 1945 - June 30, 1946 $300.25

E. AUDIO-VISUAL EQUIPMENT SERVICE

No. of class periods during which equipment was used		752
Bell and Howell 16mm sound projector and Ampro 16mm sound projector	444	
Opaque projector	87	
2"x2" projector (Filmstrip projector)	74	
Playback	23	
Magnavox	59	
16mm silent projector	16	
Portable screen	18	
Overheade projector	29	
8mm silent projector	2	
	752	
No. of class periods during which films were projected		460
No. of class periods covered by student assistants	244	
No. of class periods covered by Film Librarian	180	
No. of class periods covered by faculty members and class members	36	
	460	
No. of films secured during year		206
No. of free films	116	
No. of films for which fee was paid	90	
	206	
No. of class periods during which Film Librarian taught the use of the 16mm sound projector (each group contained an average of 6 students and was taught a total of three hours)		75
No. of students who were taught the use of the 16mm sound projector		150
No. of lectures on use of equipment, to methods and integration classes		11
Percentage of faculty using audio-visual equipment		70%
No. of student assistants (projectionists)		12
No. of students serviced (752 class periods multiplied by an average attendance of 20 students per period)		15,040
Costs		
Student assistants (244 hours @ 50¢ per hour)	$ 122.00	
Repairs and parts	10.60	
Rental fees	259.40	
		$392.00
Average cost of service (Figure arrived at by multiplying number of class periods during which equipment was used by an average class attendance of 20 students and then dividing that figure into the total costs.)		$ 00.025

Medical Department

June 25, 1946

ANNUAL REPORT OF THE MEDICAL DEPARTMENT 1945 - 1946

1. Trends and Developments
The work of this year has followed the general program of last year which includes:

(a) Physical Examinations of 925 students.
(b) Follow-up of Medical Recommendations and Corrections of Physical Defects found (detailed report is attached).
(c) Improving physical efficiency of individual students referred to Medical Department from other departments.
(d) Tuberculosis Survey - Patch test and subsequent chest x-ray where indicated (entire student body and personnel).
(e) Hearing tests (Audiometer 4-A) of all entering students.
(f) Basal Metabolism tests made 16.
(g) Service rendered:

1. First Aid treatments	1632
2. Dormitory care of	287
3. Issuance of Make-up slips for illness	1707
4. Office Consultations	1648

(h) Communications with private physicians re: improving physical efficiency of students

In the regular scheduled health education classes, first aid instruction was given to 226 students.

II. Enrollment Data - Undergraduates - Total - 744 as of first semester, 850 as of second semester.

III. Staff and Staff Changes
The Medical Department has consisted of one full-time non-resident physician and one full-time resident nurse. One part-time resident student nurse assisted in the Medical Department from January 21, 1946 to May 23, 1946.

IV. Recommendations
(a) Continue services of part-time student assistant nurse ~~with small stipend~~ as well as tuition and living expenses.
(b) Adequate infirmary facilities
(c) Better follow-up work for correction of defects noted at physical examination.
(d) Telephone for office of college physician in order to insure privacy of communications.
(e) To have better facilities for contacting students. Our present system of notifying students individually through notices posted on bulletin board is unsatisfactory. We know of no suitable way of contacting students except sending letters through the mail to the home address. This involves considerable time and expense.

Respectfully submitted,

Margaret M. Wurts

Margaret M. Wurts
College Physician

M:B

June 30, 1942

ANNUAL REPORT OF THE MEDICAL INSPECTORATE 1941 - 1942

I. Trends and Developments.
The work of this year has followed the general pattern of last year with individual variations.

(a) Physical examinations of ___ students.
(b) Follows-up of medical examinations and interventions of Medical Services Fund (detailed report is attached).
(c) Increasing physical efficiency of individual students referred to Medical Inspectorate from other departments.
(d) Tuberculosis survey - first half of undergraduate body and staff tuberculed (only student body and interesting).
(e) Smoking tests (Appendix 4-5) of ___ girl residents.
(f) Final Matriculation tests made ___ 19__.
(g) Various research:

1.Fires and breakouts	1941
2.Morbidity body of	1941
3.Lessons of Bush-Wan alike	1941
for illness	
4.Office consultations	1942

(h) Communications with private physicians re: Improving physical efficiency of students

In the regular undergraduate health educational classes, first-aid instruction was given to ___ students.

II. Emergency Beds - Tuberculosis - Total - 74 as of first semester, 080 as of second semester.

III. Staff and Staff Training
The Medical Inspectorate has consisted of one full-time superintendent physician and one full-time resident nurse. One part-time resident student nurse assisted in the Medical Inspectorate from January 21, 1942 to May 21, 1942.

IV. Recommendations
(a) Building services of part-time student resident nurses ~~with ward~~ ~~training~~ as well as training and living expenses.
(b) Adequate isolation facilities
(c) Better follow-up work for examinations of infants noted as physical candidates.
(d) Telephone for office in college physician in order to insure privacy of communications.
(e) To care better facilities for resuscitating students. Our present system of notifying students individually through notices posted on bulletin board is unsatisfactory. In spite of no activity any of contacting students except sending letters through the mail to the home address. This involves considerable time and expense.

Respectfully submitted.

Dorothy Roberts

Dorothy M. Roberts
College Physician

FOLLOW-UP OF MEDICAL RECOMMENDATIONS AND
CORRECTION OF PHYSICAL DEFECTS FOUND 1945-1946

	Number of Defects	Number of Defects fully or partially corrected
Blood (Anemia, etc.)	7	1
Blood Pressure (Elevated or Subnormal)	55	1
Ears	29	4
Endocrine	46	11
Eyes	329	22
Feet	196	2
Gastro-Intestinal System	17	
Glands (Lymph)	61	1
Heart	49	1
Hernia, Varicocele, Pilonidal Cyst	8	
Lungs	3	
Nerves	70	2
Nose	43	1
Orthopedic (not feet)	46	8
Posture	133	
Skin	332	7
Speech	1	
Teeth and Gums	156	13
Tonsils	40	3
Weight (10% over and under)	199	13

Defects reported as uncorrected were due chiefly to:

1. Failure to report to Medical Department although defect was actually corrected.

2. Lack of interest on part of some students.

3. Some defects are impossible of correction, such as missing teeth, loss of vision due to muscle imbalance, deafness due to childhood ear infection.

Problems of medical documentation and classifications of patient records from Lake-Line

	Number of patients	Number of patients with problems recorded
Blood (anemia, etc.)	7	7
Blood Pressure (elevated or depressed)	54	1
Bone	27	1
Cardiac	54	11
Eye	150	[illegible]
Foot	150	
Gastro-intestinal System	17	
Urine (Sugar)	41	1
Heart	40	1
Genital, Reproductive, Pelvic Organ	1	
Lungs	7	
Nerves	54	1
Skin	54	1
Orthopedic (not foot)	21	1
Posture	15	
Skin	150	1
Spinal	1	
Teeth and Gum	150	11
Trachea	40	
Weight (10% over/under ideal)	150	13

Patients reported as unsatisfactory for the activity in:

1. Failure to report to Medical Therapeutic clinic [illegible] [illegible] [illegible] [illegible].

2. Lack of interest or fear of some physicals.

3. Some patients are ignorant of referrals, such as [illegible] [illegible]. Lack of follow-up to [illegible] [illegible]. [illegible] [illegible] to [illegible] [illegible] [illegible].

ANNUAL REPORT

COLLEGE NEWS BUREAU

1945-1946

A substantial increase in the newspaper publicity received by the college during the year 1945-1946 is to be reported, despite a reduction in the number of separate news-stories which were sent out during that period. Approximately 248 different articles were written and distributed, compared with 335 in 1944-1945. This curtailment was made necessary by the reduction in the time allotted for publicity in the schedule of the writer, and was reflected chiefly in the smaller number of minor personal items concerning individuals, which would have appeared in only one or two papers each. Such articles frequently represent a greater outlay of time in proportion to their publicity value to the college than do other types of stories, and were therefore the first to be omitted under pressure.

On the other hand, all major college events and the great majority of minor ones, down to and including monthly undergraduate club programs, were reported in from anywhere from five to fifty different daily and weekly papers apiece. The average number of papers to which each different story was sent was approximately fifteen, but major stories, such as Commencement, the Sloan Foundation grant, the China Institute, the International Relations forums, the Dean's honor list, and all stories naming long lists of students, were sent to three times that number of publications.

The story of the Sloan Foundation grant was also sent to seven

ANNUAL REPORT

COLLEGE YEAR BOOKS

1940-1945

A substantial increase in the newspaper publicity received by the college during the year 1944-1945 is to be expected, despite a reduction in the number of separate newspaper items were sent out during that period. Approximately 588 different articles were written and distributed, compared with 588 in 1943-1944. This increase was made necessary by the reduction in the 1944 allotment for publicity in the schedule of the writer, and was relieved slightly in the latter number of short personal items concerning individuals, which could have appeared in only one or two issues each. Each article thus represent a greater outlay on the part of correspondents to insure publicity relus to the college than in previous years of period, and have shown-fore the first to be of related more personnel.

On the other hand, all major college events and the usual majority of minor ones, such as and inclusive monthly undergraduate club programs, were reported in full articles from five to fifty different daily and weekly source systems. The average number of papers in which each different story was used was approximately fifteen, but major stories, such as Commencement, the Black Foundation grant, the China Institute, the International Relations Forum, the Dean's honor list, and all stories mention Junior Lists of students, were used by three times that number of publications.

The story of the Black Foundation grant was also used in many

professional journals, and was acknowledged, with promises of publication, by five. Announcement of new publications of the Teaching Aids Bureau were sent to newspapers in all parts of the United States, from Boston to San Francisco and Atlanta, and called forth a substantial response from every locality.

A far wider spread of student news was attained through a new system of writing and distributing stories, with the result that the "home-town paper" of every student participating in any college event received the entire story, with local residents featured. Judging from the reports of the students themselves, these news stories usually appeared on the front page, pleasing their families and friends and bringing the name of the college before the public in a large number of small communities and cities in all parts of the state.

A separate four-months publicity campaign for the Institute and Workshop on China was begun in February and was carried on continuously through June. Twenty-two separate releases were sent to about fifteen papers each, in cooperation with the Advisory and Executive committees of the China Institute of New Jersey, who made suggestions and supplied part of the material. The work of writing and sending out the releases, however, was carried by the College News representative, and was acknowledged in a formal letter of thanks from the Executive Committee of the China Institute.

Nine separate stories were written on the various events of Commencement Week of May, 1945, and were sent to local papers in all parts of the state, as well as to the metropolitan dailies.

T he establishment of cordial personal contacts with local representatives of the "Newark Evening News,""The Star-Ledger" and

professional journals, and was acknowledged, with problems of publication, by them. Improvements of the politicians of the Detroit Area Bureau were sent to college men in all parts of the United States, from Boston to San Francisco and Atlanta, and called forth a national response from every locality.

A far wider spread of student news was attained through a new system of writing and distributing stories, with the result that the "home-town paper" of every summer participating in the project received the entire story, with local materials added. Starting from the reports of the students themselves, these data stories regularly appeared on the front page, placed in that relation for interest and bringing the name of the college before the public in a large number of small communities and cities in all parts of the State.

A separate four-months publicity campaign for the Institute and Bureau on Crime was begun in February and was carried on continuously through June. Twenty-two separate pamphlets were sent to about fifteen papers each, in conjunction with the Detroit and Lansing committees of the Crime Institute of the Legion, the press associations and supplied part of the material. The work of writing and sending out the releases, however, was carried by the College News Department, and was accomplished in a formal letter of thanks from the Executive Committee of the Crime Institute.

Also separate stories were written on the various events of Commencement Week of May, 1925, and were sent to local papers in all parts of the state, as well as to the metropolitan dailies.

The establishment of cordial personal contacts with local representatives of the "Press Twenty Zone," "The Star-Leader" and

"The Passaic Herald-News," and with the Veterans' Editor and a special feature writer of "The Sunday Call" have resulted in a number of excellent feature articles in these papers.

"The Montclair Times" has continued its attitude of friendly co-operation, and has published everything sent to it by the college this year, with the exception of half a dozen articles which were deleted in the composing room for lack of space.

Active attempts are being made to improve the reporting of student news to the News Bureau by constantly re-establishing contacts with the changing heads of undergraduate organizations, and by discussing with them means of setting up a permanent, self-perpetuating system of relaying news to the News Bureau in time for newspaper publication. The Bureau works with the "Montclarion" chiefly by furnishing them regularly with academic and faculty news notes.

Approximately twelve hours was spent in assisting in a research conducted by the Southwest Texas State Teachers College on the subject of the handling of public relations in teachers colleges.

The assignment to the News Bureau of a student typist during the winter terms was the chief factor making possible the substantial increase in the number of newspapers reached with each article, and a continuation of this assistance is therefore earnestly recommended.

A scrapbook of all stories sent out by the News Bureau which have appeared in "The Montclair Times" and "The Newark Evening News" is kept for reference and inspection.

Respectfully submitted,

Lucia Dearborn Haugh

"The Pasadena Star-News," and with the "Pasadena" Editor and a special feature writer of "The Sunday Call" have appeared in a number of excellent feature articles in these papers.

"The Kentucky Times" has continued its attitude of friendly co-operation, and has published everything sent to it by the college this year, with the exception of only a dozen articles which were delayed in the newspaper room for lack of space.

Active attempts are being made to improve the reporting of student news to the news bureau by constantly re-acquainting writers with the changing needs of a professional organization, and by stimulating with them means of setting up a permanent, self-contained system of reporting news to the news bureau in time for newspaper publication. The bureau works with the "Sentinelette" staff in furnishing them regularly with academic and faculty news items.

Approximately twelve hours are spent in assisting in a research conducted by the Continental Press Bureau Secretary College on the subject of the handling of public relations in secondary schools.

The assignment to the news bureau of a student typist during the winter terms was the actual turning-point resulting in substantial increases in the number of paragraphs handled with much profit, and a continuation of this assistance is therefore strongly recommended.

A summary of all stories sent out by the News Bureau which have appeared in "The Sentinelette Issue" and "The Pasadena Star-News" is kept for reference and interpretation.

Respectfully submitted,

Grace Gilchrist Hough

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ANNUAL REPORT

DEPARTMENT OF BUSINESS EDUCATION
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

For the College Year 1945-46

Horace J. Sheppard
Acting Head

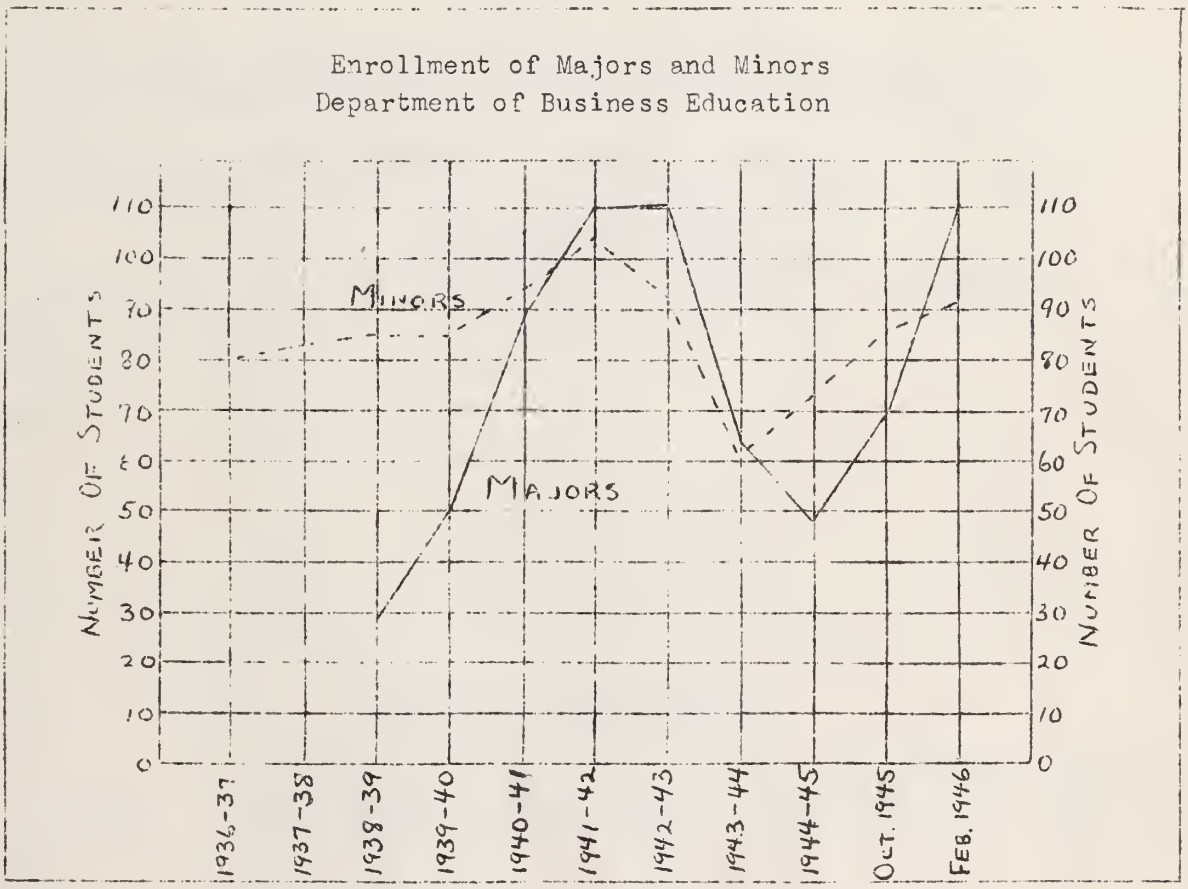
October 1, 1946

ANNUAL REPORT

DEPARTMENT OF BUSINESS EDUCATION
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR
For the College Year 1945-46

Enrollments

The chart below indicates that the enrollments in the department for the year 1945-46 have increased tremendously, and on the basis of advanced enrollments for September 1946 the number of business education majors should exceed the February 1946 figure by some forty or fifty students.



Enrollment of Majors and Minors 1936-46

Year	Majors	Minors	Total	Non Majors or Minors Electing Bus. Ed. Subjects
1936-37	-	80	80	
1937-38	-	83	83	
1938-39	28	85	113	
1939-40	50	85	135	
1940-41	88	94	182	11
1941-42	110	105	215	11
1942-43	111	93	204	
1943-44	64	61	125	
1944-45	48	73	121	
Oct. 1945	70	86	156	1
Feb. 1946	111	92	203	14

Enrollment of Majors and Minors According to Class

October 1, 1945

Class	Bus. Majors	Accounting Minors	Social Bus. Minors	Double* Majors	Elective# Group
Freshman	32	-	-	-	-
Sophomore	22	17	17	4	-
Junior	10	20	7	3	1
Senior	6	3	9	6	-
Totals	70	40	33	13	1

* Double majors refers to those students who have elected to complete both minors in the department with a major in some other department of the college.

\# Non-majors or minors in business education, but who are electing business education courses.

February 14, 1946

Class	Bus. Majors	Accounting Minors	Social Bus. Minors	Double Majors	Elective Group
Freshman	57	-	-	-	-
Sophomore	26	16	20	4	-
Junior	20	17	7	7	14
Senior	8	6	9	6	-
Totals	111	39	36	17	14

Department Minors of Business Education Majors

Minors	October 1, 1945					February 14, 1946				
	Fr.	Soph.	Jr.	Sr.	Tot.	Fr.	Soph.	Jr.	Sr.	Tot.
English	7	1		2	10	9	3		2	14
Languages	4	4	1	1	10	4	3	2	1	10
Mathematics	4	2	5	1	12	2	5	9	2	18
Science	2	1	1		4	3	1	1		5
Social Studies	4	5	2	1	12	14	5	4	1	24
Music	2	4			6	5	2			7
Physical Education	6	1			7	15	3	2	1	21
Geography		2	1	1	4	3	2	1	1	7
Speech	2	2			4	1	2	1		4
Special Student	1				1	1				1
Totals	32	22	10	6	70	57	26	20	8	111

Enrollment of Majors and Minors
Academic Divisions
October 1, 1966

Class	Bus. Majors	Economics Majors	Social Sci. Minors	Double Majors	Elective Econ.
Freshmen	22	-	-	-	-
Sophomore	22	17	17	4	-
Junior	10	24	7	3	1
Senior	2	2	4	2	-
Totals	70	43	28	15	1

1 Double majors refers to those students who have elected to combine Econ minors in the department with a major in some other department of the college.

2 Non-majors or minors in National Economics. All who are electing undergraduate courses.

January 31, 1968

Class	Bus. Majors	Economics Majors	Social Sci. Minors	Double Majors	Elective Econ
Freshmen	27	-	-	-	-
Sophomore	27	16	29	4	-
Junior	20	17	7	7	14
Senior	4	2	4	2	-
Totals	111	35	36	17	14

Departmental Minors 67
Business Department Majors

Minors	October 1, 1966 Jr.	Soph.	Fr.	Sp.	Tot.	January 16, 1967 Sr.	Fnal.	Jr.	Sr.	Tot.
English	7	3		4	10	8	5		7	34
Languages	4	4	1	1	10	4	7	4	1	10
Mathematics	2	2	1	1	12	2	2	2	1	13
Science	2	3			5	2	1	1		4
Social Studies	4	2	1	1	12	12	8	4	1	24
Music	2	1			3	2	2			7
Physical Education	4	1			5	12	7	4	2	23
Geography		2	1	1	4	4	2	1	1	7
Speech	2	2			4	2	2	1		6
Physical Science	1				1	2				2
Totals	28	20	3	7	57	52	30	8	3	111

Department Majors of Business Education Minors

Majors	October 1, 1945 Fr.	Soph.	Jr.	Sr.	Tot.	February 14, 1946 Fr.	Soph.	Jr.	Sr.	Tot.
English		9	10	3	22		10	10	4	24
Languages		4		5	9		5		5	10
Mathematics		12	11	4	27		7	9	6	22
Science										
Social Studies		13	9	6	28		18	12	6	36
Music										
Totals		38	30	18	86		40	31	21	92

Course Offerings and Enrollments For the Year July 1, 1945 to June 30, 1946

Catalog No.	Title of Course	Credit Hours	Enrollment
	Summer Session 1945 (Second Six Weeks)		
201	Introduction to Business (Half of course)	4	15
301A	Business Law III	2	4
301B	Business Organization & Management	2	6
405	Bookkeeping & Accounting (Half of course)	4	8
302	Salesmanship (Half of course)	4	12
	Total Class Enrollments		45
	Number of Classes		5
	Average Class Enrollment		9
	Fall Semester 1945		
201	Introduction to Business (Section I)	4	49
201	Introduction to Business (Section II)	4	25
301A	Business Law III	2	31
301B	Business Organization & Management	2	38
303	Business Mathematics	4	12
405	Bookkeeping & Accounting	4	19
407	Principles of Accounting	4	14
401	The Teaching of Business Education	3	9
409A	Consumer Education I	2	11
308	Advertising	2	9
	Total Class Enrollments		217
	Number of Classes		10
	Average Class Enrollment		22

Undergraduate Majors of
Business Administration Classes

Major	October 1, 1967					January 16, 1968				
	Fr.	Soph.	Jr.	Sr.	Grad.	Fr.	Soph.	Jr.	Sr.	Grad.
English		8	10	3	22		10	10	6	24
Economics		4		6	6			6	2	10
Mathematics		13	11	4	27		7	3	7	19
Science										
Social Studies		73	9	7	22		34	12	4	14
Undecided										
Total		98	40	13	84		51	31	19	67

Course Offerings and Enrollments
For the Year July 1, 1968 to June 30, 1969

Catalog No.	Title of Course	Credit Hours	Enrollment
	Summer Session 1968 (Among six weeks)		
201	Introduction to Business (half of course)	4	16
301A	Business Law III	3	6
301B	Business Organization & Management	3	8
405	Bookkeeping & Accounting (half of course)	4	4
305	Salesmanship (half of course)	4	19
	Total Class Enrollments		41
	Number of Classes		6
	Average Class Enrollment		6
	Fall Semester 1968		
201	Introduction to Business (Section I)	4	43
201	Introduction to Business (Section III)	4	22
301A	Business Law III	3	21
301B	Business Organization & Management	3	22
305	Business Mathematics	4	12
405	Bookkeeping & Accounting	4	17
407	Principles of Accounting	4	24
401	The Teaching of Business Education	3	6
405A	Shorthand Dictation I	3	11
105	Advertising	3	7
	Total Class Enrollments		217
	Number of Classes		10
	Average Class Enrollment		22

Catalog No.	Title of Course	Credit Hours	Enrollment
	Spring Semester 1946		
202	Business Law I, II (Section 1)	4	29
202	Business Law I, II (Section 2)	4	54
202	Business Law I, II (Section 3)	4	31
303	Business Mathematics (Section 1)	4	31
303	Business Mathematics (Section 2)	4	24
304	Marketing	2	26
405	Bookkeeping & Accounting	4	11
406	Business Economics	2	22
407	Principles of Accounting	4	23
411A	Cost Accounting	2	12
	Total Class Enrollments		263
	Number of Classes		10
	Average Class Enrollment		26
	Summer Session 1946 (First Six Weeks)		
201	Introduction to Business (Section 1)(Half Crse.)	4	35
201	Introduction to Business (Section 2)(Half Crse.)	4	9
301A	Business Law III	2	27
302	Salesmanship (Half of course)	4	20
	Total Class Enrollments		91
	Number of Classes		4
	Average Class Enrollment		23

Curriculum

The departmental offerings during the college year of 1945-46 were the same as outlined in the curriculum in the annual report of 1944-45. A copy of the business education curriculum will be found on the following page. This curriculum includes the required background and education courses for any major in the college.

Following a copy of the curriculum are two pages that are also distributed to business education students. One is a "Check Sheet for Student Course Requirements", and the other a "Student Instruction Sheet for Teacher Observations" that are self explanatory.

A program of basic curriculum revisions on the undergraduate level was suggested in July 1946 in a separate report (~~a~~copy of this report is appended). The changes proposed seem necessary in the light of increased enrollments in the department, and the need for more diversified offerings based upon employment conditions in New Jersey.

Faculty

The faculty of the department consisted of the following full-time members:

Horace J. Sheppard, M.A.	Instructor and Acting Head
Paul E. Froehlich, A.B., M.A., B.D.	Instructor

Catalog No.	Title of Course	Credit Hours	Enrollment
	Spring Semester 1947		
305	Business Law I. II (Section 1)	3	27
321	Business Law I. II (Section 2)	3	4
325	Business Law I. II (Section 3)	3	31
307	Business Mathematics (Section 1)	4	31
327	Business Mathematics (Section 2)	4	16
309	Marketing	3	16
409	Production & Inventory	3	11
329	Business Economics	3	23
407	Principles of Economics	3	23
411/	Cost Accounting	3	11
	Total Class Enrollments		173
	Number of Classes		11
	Average Class Enrollment		15

Summer Session 1947 (First 6½ Weeks)

301	Introduction to Business (Section 1)(Half Term)	4	32
303	Introduction to Business (Section 2)(Half Term)	4	0
103/	Business Law III	2	27
323	Salesmanship (Half of Course)	4	10
	Total Class Enrollments		41
	Number of Classes		4
	Average Class Enrollment		27

Curriculum

The commercial offerings during the evening year of 1946-47 are the same as obtained in the curriculum in the normal program of 1946-47. A copy of the business economics curriculum will be found on the following page. This curriculum includes the required business and administration courses for one major in the college.

Following a copy of the curriculum are two pages that are also distributed to business economics students. One is a "Check Sheet for Student Course Requirements", and the other a "Student Instruction Sheet for Teacher Observations" that are self-explanatory.

A program of basic curriculum revisions as the undergraduate level was approved in July 1947 in a separate report (Course of Study Report in Accounting). The changes proposed were necessary in the light of increased enrollments in the department, and the need for more differential offerings based upon employment conditions in the country.

Faculty

The faculty of the department consisted of the following full-time members:

Donald A. Dempsey, B.S.	Instructor and Acting Head
Paul E. Tweddle, L.B., M.A., B.D.	Instructor

BUSINESS EDUCATION CURRICULUM

Freshman Year

First Semester		S.H.	Second Semester		S.H.
Art 100	Art Appreciation	1	Mus. 100	Music Appreciation	1
Eng. 100A	World Literature	3	Eng. 100B	World Literature	3
Int. 100	Introduction to Teaching	2	Phys. Ed.100	Hygiene and Health	2
Sci. 100A*	The Physical Sciences 4s.h.		Sci. 100C	The Earth Sciences	2
or		4			
Sci. 100B*	Biological Sciences 4s.h.		S.S. 100B	Civilization & Cit.	3
S.S. 100A	Civilization & Cit.	3	B.E. 202	BUSINESS LAW I, II	4
B.E. 201	INTRODUCTION TO BUSINESS #	4			
	Total	17		Total	15

* Students are assigned by the Science Department to one or the other, but not to both of these courses.

Two hours of Physical Education required each semester.

Sophomore Year

Eng. 200A	Composition	3	Eng. 200B	Fundamentals of Speech	3
Int. 200A	Ed. Psychology: Mental Testing	2	Int. 200B	Adolescent Psychology: Mental Hygiene	2
S.S. 200A	Contemporary Economic Life	2	S.S. 200B	Contemporary Political Life	2
S.S. 200C	Contemporary Social Life	2			
B.E. 301A	BUSINESS LAW III	2			
B.E. 301B	BUS. ORGAN. & MANAGEMENT	2	B.E. 303	BUSINESS MATHEMATICS	4
	Minor Course	4		Minor Course	4
	Total	17		Total	15

Junior Year

Int. 300A	Aims & Organization of Secondary Education	2	Int. 300B	Principles and Techniques of Teaching in Sec. School	2
Lang.300	Foundations of Language	2			
B.E. 405	BOOKKEEPING & ACCOUNTING	4	B.E. 407	PRIN. OF ACCOUNTING	4
			Math. 300	Social & Commercial Uses of Math.	2
	Minor Course	4		Minor Course	4
	Elective Courses(See below)	4		Elective Courses	4
	Total	16		Total	16

Elective Courses(Available to Juniors and Seniors) +

B.E. 304	Marketing +	2	B.E. 306	Business Finance	2
B.E. 308	Advertising	2	B.E. 310	Money & Banking	2
B.E. 409A	Consumer Education I	2	B.E. 409B	Consumer Education II	2
S.S. 301	Economics I	4	Geog. 302	Economic Geography	4
B.E. 411A	Cost Accounting (B.E. 405, and B.E. 407 prerequisites)	2	B.E. 411B	Cost Accounting (B.E. 411A is a prerequisite)	2

Senior Year

Int. 400A	Prin. & Philosophy of Secondary Education	2	Supervised Student Teaching in Major		10
			Int. 400B	Practicum in Secondary Education	2
Math.400	Educational Statistics	2			
B.E. 401	THE TEACHING OF BUS. ED.	3	B.E. 406	BUSINESS ECONOMICS	2
B.E. 302	SALESMANSHIP	4		Minor Course	2
	Elective Courses (See above under Junior Year)	5 or 6			
	Total	16 or 17		Total	16

Total Number of Semester Hours Required for Bachelor of Arts Degree - 128

\# Courses CAPITALIZED indicate the required courses for Business Education majors.

\+ Courses underscored indicate the suggested electives for Business Educ. majors.

Department of Business Education
Montclair State Teachers College

Check Sheet for Student Course Requirements

Business Education Major

Required Courses:		S. H.
B.E. 201	Introd. to Business	4
B.E. 202	Business Law I & II	4
B.E. 301A	Business Law III	2
B.E. 301B	Business Organ. & Mgt.	2
B.E. 303	Business Mathematics	4
B.E. 405	Bookkeeping & Acctg.	4
B.E. 407	Principles of Acctg.	4
B.E. 401	The Teaching of Bus. Ed.	3
B.E. 302	Salesmanship	4
B.E. 406	Business Economics	2
	Total	33

Business Experience (See below) 10 wks.
Teacher Observations (See separate instruction sheet) 72

Elective Courses:

B.E. 304	Marketing	2
B.E. 409A	Consumer Education	2
B.E. 409B	Consumer Education	2
B.E. 306	Business Finance	2
B.E. 308	Advertising	2
B.E. 310	Money and Banking	2
B.E. 411	Cost Accounting	4

Suggested Elective Courses - Other Departments:

S.S. 301	Economics I	4
Geog. 302	Economic Geography	4

Possible Minors for Business Majors

English, Speech, Latin, French, Spanish, Mathematics, Physical Sciences, Biological Sciences, Social Studies, Music, Geography, Physical Education.

Social Business Minor

Required Courses:		S. H.
B.E. 201	Introd. to Business	4
B.E. 202	Business Law I & II	4
B.E. 301A	Business Law III	2
B.E. 301B	Business Organ. & Mgt.	2
B.E. 302	Salesmanship	4
B.E. 406	Business Economics	2
	Total	18

Elective Courses:

See elective courses for business majors listed on this sheet to the left.

Accounting Minor

Required Courses:		
B.E. 201	Introd. to Business	4
B.E. 303	Business Mathematics	4
B.E. 405	Bookkeeping & Acctg.	4
B.E. 407	Principles of Acctg.	4
B.E. 406	Business Economics	2
	Total	18

Business Experience (See below) 10 wks.

Elective Courses:

B.E. 411 Cost Accounting 4

For other elective business courses see elective courses for business majors listed on this sheet to the left.

A Double Minor in Business Education

Many students are finding that extensive training in the business education field in addition to their regular major will meet the objectives that they have in mind for expanding their opportunities for job placement. For those interested in such a program a double minor in business education is suggested. This consists of taking all required courses listed under the headings "Social Business Minor" and "Accounting Minor". B.E. 201 Introduction to Business and B.E. 406 Business Economics are of course only taken once since they are required in both minors. Ten weeks of approved full-time business experience is a requirement. (See below).

Business Experience Requirement

Obtain a form from the business education department to be signed by your employer certifying that you have had at least ten weeks of business experience. The types of business experience generally acceptable are those associated with retail selling or bookkeeping. For other types get specific approval from the Head of the Business Education Department. These forms should be submitted to the Head of the Business Education Department.

Department of Business Education
Montclair State Teachers College
Student Instruction Sheet for Teacher Observations

Required Observations of Classroom Teaching

	Observation Nos.
Sophomore Year (12 observations per semester)	1-24
Junior Year (12 observations per semester)	25-48
Senior Year (24 observations for first semester only)	49-72
Total Observations Required 72	

Place of Observation

Students may observe teachers and classes at the demonstration school (College High School) on the campus in the subject matter areas of mathematics or social studies. With the approval of the instructor it is also permissable to observe college classes in business education being taught on the campus. Other observations may be made in local high schools (such as the one you graduated from) in business education classes. The permission of the various high school principals' to observe classes should be obtained before visiting those classes even if you know the teachers. It is suggested that observations off campus be made only during the junior and senior years.

Reports of Observations

Reports of your observations should be written on 3" X 5" cards, one being used for each class observation and submitted to the Head of the Business Education Department. All cards should show the same basic information as listed below:

Your Name Observation No.

Name of Teacher Observed Where Observed (Name of high school etc.)

Subject Being Taught (i.e. junior business training, bookkeeping, algebra, economics, business law, etc.)

Aim or Aims of the Lesson

Other variable comments that the student observer may care to make might include frank statements relative to the following:

1. Personal qualities of teacher - poise; enthusiasm; grooming; voice; tact; forcefulness; general health; sense of humor; friendly etc.

2. Teaching skills - types and variety of techniques used; kind of motivation; illustrations; types of pupil activity; extent of pupil participation; extent of pupil preparation; pupil attitudes as judged by such things as interest and attention; approximate percentage of attention; use of blackboard and other visual aids.

3. Teacher preparations - command of subject matter: selection of material; were supplementary materials used; was the subject matter related to events happening today in the community, county, state, nation, the world.

4. Classroom management - Room too hot or cold; light and ventilation; method of handling papers; was time wasted in handling routine matters: type and quality of discipline.

5. Assignment - definite; clear; reasonable; explained thoroughly.

6. Results - attainment of objectives; what suggestions could be made to improve the work done during the period.

Note: Statements made by a student observer are confidential and will be treated as such. Tell the truth as you see it. Be objective!

In June 1945 Dr. Francis R. Geigle, department head, resigned to accept a position as assistant vice president of the First National Bank of Montclair. He had been employed at the college for a period of eight years.

On June 27, 1945 Dr. Bosshart, State Commissioner of Education, informed Mr. Sheppard that he was appointed Instructor and Acting Head of the Department of Business Education for the period September 1, 1945 to June 30, 1946. This appointment was subsequently renewed for another year.

Mr. Paul E. Froehlich, head of the department of business at Emerson High School in Union City, New Jersey, was employed to teach three classes during the second six weeks of the summer session of 1945. In the latter part of August 1945 he was employed on a full-time basis as an instructor in the department. He had received an A.B. and B.D. degrees from Anderson College, Anderson, Indiana, and an M.A. degree from Teachers College, Columbia University. He was matriculated for an Ed. D. degree at New York University where he had previously accumulated a number of credits. His teaching experience had extended over a period of approximately fifteen years. In addition he had had several years of business experience in various capacities.

On April 1, 1946, due to the size of the enrollment and the offering of courses to seniors returning from student teaching, it was necessary to engage a part-time instructor, to take over two classes for the balance of the spring semester. For this purpose, Mr. Louis Nanassy was employed. He had received his M.A. degree and extra graduate credits at Teachers College of Columbia University and was employed as a teacher in the afternoon session at Irvington High School, Irvington, New Jersey.

The full-time faculty has maintained an active in-service training program for Ed. D. degrees at New York University. Mr. Sheppard completed course work for an Ed. D. degree, and is now working on his thesis entitled "The Production of an Educational Film Strip on Life Insurance". Mr. Froehlich completed nine semester hours of work during the year and passed the comprehensive examination for the Ed. D. degree in March 1946.

In January 1946 Mr. Froehlich became a member of Phi Delta Kappa (graduate educational fraternity for men) of which Mr. Sheppard was already a member. Later in June 1946, Mr. Froehlich was elected as a trustee for a three year term at Anderson College, Anderson, Indiana.

Two outstanding group meetings in business education were attended by all members of the department. On March 6, 1946 the Business Education Workshop for North Jersey was held at Fairlawn High School. After that meeting it was suggested that Montclair State Teachers College might be interested in entertaining this group during the 1946-47 school year. The second meeting was that of the Eastern Commercial Teachers Association at the Hotel New Yorker on April 19, 1946. Mr. Sheppard was chairman of the visual education meeting. He was assisted by Miss Fantone of the Visual Aids Service of the college, and three Montclair students in the program.

On November 9, 1945 Mr. Sheppard spoke to the Senior Class of Mountainside Hospital on economic security as promoted through consumer education.

Graduate Program

In the annual report for 1944-45 it was stated that a tentative graduate program had been outlined for the department. This project was not advanced during the year since it was deemed of more immediate importance to revise and improve the present undergraduate curriculum, and then build the graduate program on the new base.

In June 1942 Dr. Francis T. Spaide, Instructor, had resigned to accept a position as assistant vice president of the First National Bank of Scottsdale. He had been employed at the college for a period of eight years.

On June 27, 1942 Dr. Bernhart, Field Representative of Education, informed Mr. Sheppard that he was appointed Secretary and Acting Head of the Department of Business Education for the period September 1, 1942 to June 30, 1943. This appointment was subsequently renewed for another year.

Mr. Paul E. Tyndall, head of the department of business at Berwyn High School in Berwyn City, the latter, was employed to break their absence during the second six weeks of the summer session of 1942. In the latter part of August 1942 he was employed on a full-time basis as an instructor in the department. He had received an A.B. and B.S. degrees from Lebanon College, Indiana, and an M.A. degree from Teachers College, Columbia University, and an M.S. degree from Northwestern University, Evanston, Illinois. He was activated for an M.S. degree from Northwestern University where he had successfully accomplished a number of credits. His teaching experience had extended over a period of approximately fifteen years. In addition to his had several years of business experience in various capacities.

On April 1, 1942, due to the size of the enrollment and the offering of courses to students returning from summer vacation, it was necessary to employ a part-time instructor, to take over two classes for the balance of the spring semester. For this purpose, Mr. Louis Kanner was employed. He had received his B.S. degree and extra credits towards Teachers College of Illinois University and was employed as a teacher in the afternoon session at Irvington High School, Irvington, New Jersey.

The full-time faculty was maintained on active in-service training courses for Ed. D. degrees at New York University. Mr. Bergquist completed course work for an Ed. D. degree, and is now working on his thesis entitled "The Development of an Educational File Study on Life Insurance". Mr. Tyndall completed the summer course of work during the year and passed the comprehensive examination for the Ed. D. degree in March 1942.

In January 1942 Mr. Tyndall became a member of Phi Delta Gamma (graduate educational fraternity for men) of which Mr. Bergquist was already a member. Later in June 1942, Mr. Tyndall was elected as a trustee for a three year term of Lebanon College, Lebanon, Indiana.

The substituting group machinery in business education were attended by all members of the department. On March 9, 1942 the Business Education Meeting for North Jersey was held at Fairlawn High School. Later that month it was suggested that Scottsdale State Teachers College might be interested in extension training this group during the 1942-43 school year. The second meeting was held of the Eastern Commercial Teachers Association at the Hotel Ship Toronto on April 10, 1942. Mr. Bergquist was chairman of the visual education meeting. He was assisted by Miss Hughes of the Visual Aids Service of the college, and three student students in the program.

On November 9, 1942 Mr. Bergquist spoke to the Senior Class of Secretarial Training on economic security as provided through stenographer associations.

Graduate Program

In the annual report for 1941-42 it was stated that a graduate program started and been outlined for the department. This policy was not adhered during the year since it was deemed of more immediate importance to revise and improve the present undergraduate curriculum, and then build the graduate program on the new base.

Extension Work

An extension course was offered at Newark State Teachers College in bookkeeping and accounting at the undergraduate level. This course did not continue because of insufficient students. It is the opinion of the department members that an organized graduate program will be necessary to render maximum service to in-service teachers.

Student Observations

The program of required observations continues to be carried on in the same manner as reported in the past few years (see "Student Instruction Sheet for Teacher Observations" included in this report). In the coming year there may be a greater opportunity for students to make observations in the local high schools, because of the lengthened school day and double lunch period in force in the college. With this increased flexibility possible in scheduling, it may be that the senior programs for business education majors could be so arranged that they would have one morning or one afternoon a week free to make such observations.

Business Experience

The certification requirements of ten weeks of practical business experience for business education majors and accounting minors has been met quite satisfactorily. Most students have had work experience on a very extended basis and more than meet the minimum requirements.

Guidance

The guidance of business education students and effectiveness of the faculty in this regard has been considerably improved by the establishment of a business education office. Students and faculty members are making increasing use of the library facilities provided in the office. This is especially true of the seniors taking the methods course in business education.

Recommendations

The following recommendations are made:

1. That the proposed curriculum (see report of July 1946 appended) be given serious consideration for adoption in the near future.

2. That the course suggested in the new proposed curriculum, B.E. 402 Occupational Information (2 semester hours) be made a basic required subject for all students in the college. It is suggested that this course might be offered in the first semester of the senior year.

3. That a graduate program for business education be determined after some decision is made with regard to the new proposed undergraduate curriculum.

4. That the matter of a cooperative part-time work program be studied in its possible application to our curriculum and students majoring in business education.

Extension Work

In extension work the effort of Dean Frank Thomas Carleton is considerable and accounting at the undergraduate level. This covers all the activities towards of industrial research. It is the objective of the department [illegible] that to organized research projects will be necessary to employ [illegible] as in-service training.

Student Observations

The issues of required observations continues to be debated as it has been earlier as reported in the past few years (per "Student Information Sheet for Observations" included in this report). In the coming year there has to be greater opportunity for students to make observations in the real world, because of the increased school [illegible] and social [illegible] in this [illegible] age. With this increased flexibility [illegible] to schedules, it may be that the senior practice for industry [illegible] would be so arranged that [illegible] would have [illegible] or [illegible] a week free to make such observations.

Business Operations

The operations [illegible] is the result of practical business experience for [illegible] and [illegible] have been not quite satisfactory. Such [illegible] are not satisfactory on a [illegible] basis for some than meet the minimum requirements.

Outlook

The outlook of business activities [illegible] and [illegible] of the faculty in this regard has been [illegible] improved in the [illegible] of a [illegible] education office. [illegible] the faculty members are [illegible] use of the library facilities [illegible] to the office. This is [illegible] [illegible] of the [illegible] being [illegible] [illegible] business [illegible].

Recommendations

The following recommendations are made:

1. That the proposed [illegible] (see report of July 1967 approved) be given active consideration for adoption in the [illegible].

2. That the course [illegible] in the new proposed curriculum, i.e. [illegible] [illegible] (2 semester hours) be made a basic requirement [illegible] for all students in the college. It is suggested that this course might be offered in the first semester of the senior year.

3. That a graduate program for business [illegible] be determined after [illegible] decision is made with regard to the proposed undergraduate curriculum.

4. That the member of a cooperative [illegible] work program be [illegible] in the [illegible] applications in our territories and [illegible] [illegible] [illegible] [illegible].

5. That the possibilities of a field studies course for business education majors be investigated. This course, as visualized, would involve visits to business establishments, and tend to supplement any program of guidance that may be evolved.

Respectfully submitted,

Horace J. Sheppard

Horace J. Sheppard
Acting Head
Dept. of Business Educ.

New Jersey State Teachers College
at Montclair

PROPOSED CURRICULUM REVISIONS

DEPARTMENT OF BUSINESS EDUCATION

July 15, 1946

July 15, 1946

Memorandum to Dr. Sprague:

I am attaching herewith suggestions for the revision of the business education curriculum in three specific directions. These are:

1. A business education major in accounting, social business, merchandising and selling (See Curriculum A)

2. A business education major in accounting and social business with provision for a minor to be pursued in one of the other subject matter fields offered at Montclair (See Curriculum B).

3. Minors to be offered in three fields: (a) accounting: (b) social business; (c) merchandising and selling (See Page C).

These revisions and possibly others seem desirable for the following reasons:

1. Some high school business education teachers of the state feel that our present subject matter offerings in accounting are insufficient. This claim was made at a recent meeting of the High School Commercial Teacher's Association of New Jersey. There appears to be a large degree of truth to their claims.

2. With the increasing enrollments in business education due to the influx of veterans, a more flexible and expanded program appears to be desirable so that placement of graduates can be made in more varied fields.

3. If we are to claim that we are specialists in specific areas of business education, we should offer a sufficient number of courses to make possible this specialization.

4. A study of the 1940 Census for New Jersey occupations indicates that 333,596 workers (21% of the total for all classifications) are engaged in clerical, sales, and kindred occupations. Of the total for this classification a breakdown shows:

	Number of Workers					
	Male	Per Cent	Female	Per Cent	Total	Per Cent
ookkeepers, Accountants, Cashiers	20,146	10.4%	15,583	11.2%	35,729	10.7%
tenographers, Typists, Secretaries	3,516	1.8	49,868	35.8	53,384	16.0
lerical & Kindred Workers	64,033	33.0	34,662	24.9	98,695	29.6
alesmen & Saleswomen	80,631	41.5	26,074	18.7	106,705	32.0
ther	25,993	13.3	13,090	9.4	39,083	11.7
Total	194,319	100.0%	139,277	100.0%	333,596	100.0%

These figures tend to reveal the importance of the clerical and sales fields in the occupational life of our state.

July 15, 1[illegible]

Memorandum to Dr. Sorenson:

I am attaching herewith suggestions for the revision of the business education curriculum in three specific directions. These are:

1. A minimum education major in accounting, retail salesmen, secretaryship and selling (see Curriculum A)

2. a business education major in accounting and social sciences which provides for a minor so as permit it (one of the other subject matter fields offered in secretarial (see Curriculum B).

3. minors to be offered in three fields, (a) accounting, (b) social business; (c) secretaryship and selling (see Part 3).

These revisions and possible minors seem available for the following reasons:

1. Some high school business education teachers of late years have not prepared adequate course offerings in accounting and bookkeeping. This claim was made at a recent meeting of the Ohio Public Commercial Teachers' Association of Ohio Universities. There appears to be a large degree of truth to this claim.

2. (2) The increasing correlation in business education due to the influx of veterans, a more flexible and expanded program is to be desirable so that placement of graduates can be made in more varied fields.

3. If we are to claim that we are sensitive to specific needs of business education, we should offer a sufficient number of courses to make possible this specialization.

4. A study of the 1940 Census for the Jersey municipalities indicated that 170,824 workers (21% of the total for all classifications) are employed in clerical, sales, and related occupations. Of the total for this classification a breakdown shows:

Number of Workers

	Male	Per Cent	Female	Per Cent	Total	Per Cent
Stenographers, Secretaries, Typists	20,142	10.6%	16,880	11.2%	37,022	10.9%
Stenographers, Typists, Secretaries	3,814	1.9	21,000	14.0	24,814	7.3
Clerks & Bookkeepers	34,081	17.9	34,190	22.8	68,271	20.1
Salesmen & Saleswomen	41,801	21.9	36,174	24.1	77,975	22.9
Other	70,695	37.1	41,080	27.4	111,775	32.8
Total	190,532	100.0%	149,324	100.0%	339,856	100.0%

These figures seem to record the importance of the clerical and sales fields in the occupational life of our state.

In addition to the classification listed on the previous page there are other classifications of workers who might profit from training in business education subjects. One of these is that of proprietors, managers, and officials comprising 142,428 workers (9.1% of the total for all classifications). Of this group we find the following numbers of workers:

	Male	Female
Advertising Agents	1,184	106
Buyers & Store Department Heads	1,736	585
Credit Men	1,154	76
Managers & Building Superintendents	1,917	581
Purchasing Agents & Buyers	1,396	119
Proprietors, Managers, & Officials:		
Construction	4,538	28
Manufacturing	19,604	829
Transportation, Communication, & Utilities	5,718	182
Wholesale Trade	7,974	188
Eating & Drinking Places	7,535	1,608
Retail Trade (excl. eating and drinking places)	45,359	6,515
Finance, Insurance, & Real Estate	9,603	500
Other	21,000	2,393
Total	128,718	13,710

In the tabulation above your attention is particularly called to the number of proprietors and managers in the retail and wholesale trade, finance and insurance, and transportation, communication, and utilities.

A rough survey of other classifications suggests that a large number of workers are really engaged in commercial activities even though they are not classified under the two classifications that have been outlined above.

If it is true that our educational training must function in the lives of high school graduates and college graduates then it seems logical that our program for both secondary and higher education should be geared to a large degree to the occupations in which they engage. This fact has been kept in mind in making the proposals outlined.

A comparison of our present business offerings with those proposed can be made by referring to pages D, E, and F.

A recapitulation of some of the changes suggested are as follows:

1. A course in Consumer Science to be offered the freshman year in place of the present physical or biological sciences. It might include some consumer chemistry (textile study etc.), physical sciences as applied to household repairs and equipment, botany and biological sciences (particularly as applied to homelife).

2. Elimination of Introduction to Business (B.E. 201) to avoid duplication of work and units included in other proposed courses such as Money and Banking; Credit, Collections and Budgeting; Insurance and Investments; and Transportation and Communication.

In addition to the classification listed on the previous page there are other classifications of workers who might profit from analysis in business education programs. One of them is that of proprietors, managers, and officials comprising 14.4% workers (4.1% of the total for all classifications). If this group we find the following numbers of workers:

	Male	Female
Advertising agents	2,144	104
Owners & store managers, wholesal trade	3,112	528
Credit man	3,138	72
Managers & officers transportation	3,417	601
Purchasing agents & buyers	7,964	719
Insurance, Managers, & officials		
Commission	4,504	42
Manufacturing	14,804	824
Transportation, communication, & utilities	6,112	348
Railroad Trade	7,974	124
Retail & Drafting Firms	7,874	1,604
Small Firm (wholesale and retailing		
Proper)	41,180	7,112
Finance, Insurance, & real estate	2,604	210
Other	21,004	2,347
Total	128,716	12,732

In the tabulation above, your attention is particularly called to the number of proprietors and managers in the retail and wholesale trade, finance and insurance, and transportation, communication, and utilities.

A study survey of other classifications suggests that a large number of workers are really engaged in commercial activities even though they are not classified under the two classifications that have been discussed above.

It is to be hoped that our educational institutions may function in the level of high school, industry and college training such as seems logical that our training for both secondary and higher education should be geared to a large degree to the occupations in which they engage. This has been very in mind in making the previous outline.

A consideration of our present business offerings which those provided may be made by referring to pages 2, 3, and 4.

A preliminary of some of the studies suggested are as follows:

1. A course in Business Science to be entitled the Problems course i. ploe of the present physical or biological sciences. It might include even elementary chemistry (textile study etc.), physical sciences as applied or economic topics and engineering, mining and industrial sciences (particularly as applied to business).

2. Elimination of Introduction, as Problems (E.g. 301) in small business and of work and note included in other proposed courses such as Money and Banking (radio, collateral and budgeting, insurance and investments, and transportation and communication.

3. Substitution of Business English for Eng. 200A Composition.

4. Require that all students take Economic Geography since many of our students are called upon to teach the subject, but have never elected it.

5. Elimination of Math. 300 Social & Commercial Uses of Mathematics because of the duplication of materials offered in courses in Business Mathematics; Money and Banking; Credit, Collections and Budgeting; Insurance and Investments; and Business Finance.

6. Elimination of the elective course in Consumer Education (B.E. 409) and substitution of the required or elective courses Consumer Goods - Textiles, Consumer Goods-Non-Textiles. Materials that would be included in courses such as Money and Banking; Insurance and Investments; Credit, Collections, and Budgeting would duplicate units included in the Consumer Education Course.

7. Proposed required courses to be added are:

	Sem. Hrs.	Cur. A	Cur. B
Money and Banking (Offered previously as elective)	2	Yes	Yes
Marketing I (Offered previously as elective	2	Yes	~~Yes~~ No
Credit, Collections, & Budgeting	2	Yes	Yes
Marketing II	2	Yes	~~Yes~~ No
Transportation & Communication	2	Yes	Yes
Consumer Goods - Textiles	2	Yes	No
Accounting I, II (Name changed from B.E. 405 Book. & Accounting)	4	Yes	Yes
Consumer Goods - Non-Textiles	2	Yes	No
Accounting III, IV (Name changed from B.E. 407 Prin. of Acctg.)	4	Yes	Yes
Principles of Selling (Name changed from B.E. 302 Salesmanship 4 pts.)	2	Yes	Yes
Principles of Advertising (Offered previously as elective)	2	Yes	Yes
Cost Accounting I, II (Offered previously as elective)	4	Yes	Yes
Economic Geography (Offered previously as elective)	4	Yes	Yes
Retail Selling	2	Yes	No
Retail Advertising	2	Yes	No
Methods of Teaching Book. & Acctg. (Formerly B.E. 401 Meths. of Teaching Bus. Educ.)	2	Yes	Yes
Methods of Teaching Soc. Bus., Merchandising & Selling Subjects	2	Yes	Yes
Occupational Information	2	Yes	Yes
Insurance and Investments	2	Yes	Yes
Business Finance (Offered previously as elective)	2	Yes	Yes
Auditing	2	Yes	No
Business English	3	Yes	Yes

8. Proposed elective courses to be added are:

Advanced Accounting Problems I	2 Sem. Hrs.
Advanced Accounting Problems II	2
Labor Problems	2
Office Management	2
Retail Store Management	2
Color, Line, and Design in Retailing	2
Personal Use Typewriting	2

9. An elective course in Personal Use Typewriting is proposed on the basis of requests on the part of majors and minors in business as well as from majors outside of the business field. In addition there have been requests on the part of college high school students for such a course. It is suggested that a room in the college high school be equipped with typewriters to take care of the functional demand for such a course.

10. It is suggested that the course B.E. 406 Business Economics be eliminated from the curriculum since most of the materials included would be duplicated by other business courses suggested or in economics courses.

I should like very much to discuss this program with you at an early date so that our present veterans, incoming veterans, and regular students might avail themselves of what is believed to be a much improved curricular offering in the relatively near future, providing of course the necessary approvals are forthcoming.

Horace J. Sheppard
Acting Head
Dept. of Business Educ.

8. Proposed elective courses to be added are:

Advanced Accounting Problems I	2 sem. hrs.
Advanced Accounting Problems II	2
Labor Problems	2
Office Management	2
Retail Store Management	2
Color, Line, and Design in Retailing	2
Personal Use Typewriting	2

9. An elective course in Personal Use Typewriting is proposed on the basis of requests on the part of majors and others in business as well as from majors outside of the business field. In additions there have been requests on the part of junior high school students for such a course. It is suggested that a room in the college high school be equipped with typewriters to take care of the functional demand for such a course.

10. It is suggested that the course 2.5. 404 Business Correspondence be eliminated from the curriculum since most of the materials included would be duplicated by other business courses offered or in economics courses.

I should like very much to discuss this program with you at early date so that our present veterans, including veterans, and regular students might avail themselves of what is believed to be a much improved curriculum offering in the relatively near future, provided of course the necessary approvals are forthcoming.

Respectfully yours,
Acting Dean
Sch. of Business Adm.

New Jersey State Teachers College
at Montclair

Curriculum A

Business Education Major In
Accounting, Social Business, Merchandising & Selling

Freshman Year

First Semester		S.H.	Second Semester		S.H.
100	Art Appreciation	1	Eng. 100B	World Literature	3
100A	World Literature	3	Mus. 100	Music Appreciation	1
100	Introduction to Teaching	2	Phys.E. 100	Hygiene & Health	2
100D	Consumer Science I, II	4	Sci. 100C	The Earth Sciences	2
100A	Civilization & Citizenship	3	S.S. 100B	Civilization & Citizenship	3
101	Money & Banking	2	B.E. 103	Credit, Collections, Budgeting	2
102A	Marketing I	2	B.E. 102B	Marketing II	2
	Total	17		Total	15

Sophomore Year

200A	Ed. Psychology: Mental Testing	2	Eng. 200B	Fundamentals of Speech	3
200A	Contemporary Economic Life	2	Int. 200B	Adolescent Psychology - Mental Hygiene	2
200C	Contemporary Social Life	2			
201	Business English	3	S.S. 200B	Contemporary Political Life	2
202	Business Mathematics I, II	4	B.E. 205	Accounting I, II	4
203	Transportation & Communication	2	B.E. 206	Bus. Organ. & Management	2
204A	Consumer Goods - Textiles	2	B.E. 204B	Consumer Goods - Non-Textiles	2
		17			15

Junior Year

300A	Aims & Organ. of Sec. Ed.	2	Int. 300B	Prin. & Techniques of Teach. Sec. School	2
300	Foundations of Language	2			
301	Accounting III, IV	4	B.E. 305	Cost Accounting I, II	4
302	Business Law I, II	4	B.E. 306	Business Law III	2
303	Principles of Selling	2	Geog. 302	Economic Geography	4
304	Principles of Advertising	2	B.E. 307	Retail Selling	2
			B.E. 308	Retail Advertising	2
		16			16

tives suggested for high average students:

.E. 406A	Advanced Accounting Probs.	2	B.E. 409	Retail Store Management	2
.E. 406B	Advanced Accounting Probs.	2	B.E. 410	Color, Line, Design in Retailing	2
.E. 407	Labor Problems	2			
.E. 408	Office Management	2	B.E. 411	Personal Use Typewriting	2

Senior Year

400A	Prin. & Phil. of Secondary Education	2	Supervised Student Teaching in Major		10
400	Educational Statistics	2	Int. 400B	Practicum in Secondary Ed.	2
401A	Methods of Teach. Bookkeeping & Accounting	2	B.E. 404	Business Finance	2
401B	Methods of Teach. Soc. Bus. & Mdse. & Selling Subjects	2	B.E. 405	Auditing	2
402	Occupational Information	2			
403	Insurance & Investments	2			
	Electives: (See list for Junior Year above)	4			
		16			16

New Jersey State Teachers College at Montclair

Curriculum A

Suggested Sequence Below is:
Accounting, Foods, Business, Merchandising & Selling

Freshman Year

First Semester	S.H.	Second Semester	S.H.
100 Art in Everyday Life	3	Eng. 1002 Basic Literature	3
1004 Basic Literature	3	Ma. 100 Basic Mathematics	3
100 Introduction to Teaching	3	Phys. 100 Science & Health	3
1000 Grammar Review I, II	4	Sci. 100 The Earth Sciences	3
1004 Utilization & Citizenship	3	F.E. 1003 Clothing & Clothing	3
101 Music & Theory	2	S.T. 101 Crafts, Tailoring, Embroidery	3
1004 Sociology I	3	S.T. 1004 Leather II	2
Total	17	Total	17

Sophomore Year

2004 Bi. Bacteriology, General Zoology	3	Eng. 2004 Commercial or Tourist	3
2004 Contemporary Economic Life	3	Soc. 2007 Adolescent Psychology - Soc. Del Problems	3
2004 Contemporary Social Life	3		
101 Business Spelling	3	F.E. 2004 Contemporary Nutritional Life	3
102 Business Mathematics I, II	4	S.A. 204 Commercial Art I, II	4
102 Communication & Correspondence	3	S.T. 102 Dra. Trans. & Management	3
2041 Principles Tools - Textiles	3	S.T. 2042 Consumer Goods - Textiles	3
	17		17

Junior Year

3001 Lib. & Trans. of Bus. Ed.	3	Ins. 3002 Prin. & Technique of Teach. Bus. School	3
300 Principles of Advertising	3		
301 Accounting III, IV	4	S.E. 101 Test Accounting I, II	4
302 Business Law I, II	4	S.E. 102 Business Law III	3
303 Principles of Selling	3	Geog. 103 Economic Geography	3
304 Principles of Advertising	3	S.E. 301 Retail Selling	3
		S.E. 302 Retail Advertising	3
	17		17

Senior Year

4003 Advanced Accounting Problems.	3	S.E. 109 Retail Store Management	3
4003 Advanced Accounting Problems.	3	S.E. 410 Order, Files, Checks in Retail-Inc	3
407 Labor Problems	3		
408 Office Management	3	S.E. 411 Personal Use Merchandising	3
4004 Pub. & Pub. Relations	3		
4003 Materials of Teach. Ind. Ed. & Bus.	3		
4004 Occupational Information	3		
407 Management & Investments (Elective. (See list for Junior Year above)	3		
	18		18

Supervised Student Teaching in Senior Year.
4003 Problems in Secondary Ed.
408 Business Finance
4.E. 408 Auditing

New Jersey State Teachers College
at Montclair

Curriculum B

Business Education Major In
Accounting And Social Business

Freshman Year

First Semester		S.H.	Second Semester			S.H.
100	Art Appreciation	1	Eng.	100B	World Literature	3
100A	World Literature	3	Mus.	100	Music Appreciation	1
100	Introduction to Teaching	2	Phys.E.	100	Hygiene & Health	2
100D	Consumer Science I, II	4	Sci.	100C	The Earth Sciences	2
100A	Civilization & Citizenship	3	S.S.	100B	Civilization & Citizenship	3
101	Money & Banking	2	B.E.	103	Credit, Collections, Budgeting	2
203	Transportation & Communication	2	B.E.	206	Bus. Organ. & Management	2
	Total	17			Total	15

Sophomore Year

200A	Ed. Psychology: Mental Testing	2	Eng.	200B	Fundamentals of Speech	3
200A	Contemporary Economic Life	2	Int.	200B	Adolescent Psychology - Mental Hygiene	2
200C	Contemporary Social Life	2				
201	Business English	3	S.S.	200B	Contemporary Political Life	2
202	Business Mathematics I, II	4	B.E.	205	Accounting I, II	4
~~203~~	~~Transportation & Communication~~	~~2~~				
	Minor	4			Minor	4
	Total	17			Total	15

Junior Year

300A	Aims & Organ. of Sec. Ed.	2	Int.	300B	Prin. & Techniques of Teach. Sec. School	2
300	Foundations of Language	2				
301	Accounting III, IV	4	B.E.	305	Cost Accounting I, II	4
302	Business Law I, II	4	Geog.	302	Economic Geography	4
	Minor	4	B.E.	306	Business Law III	2
					Minor or Electives	4
	Total	16			Total	16

tives suggested for high average students:

.E. 406A	Advanced Accounting Probs.	2	B.E.	102A	Marketing I	2
.E. 406B	Advanced Accounting Probs.	2	B.E.	102B	Marketing II	2
.E. 407	Labor Problems	2	B.E.	204A	Consumer Goods - Textiles	2
.E. 408	Office Management	2	B.E.	204B	Consumer Goods - Non Textiles	2
.E. 409	Retail Store Management	2	B.E.	307	Retail Selling	2
.E. 410	Color, Line, & Design in Retailing	2	B.E.	308	Retail Advertising	2
			B.E.	411	Personal Use Typewriting	2

Senior Year

400A	Prin. & Phil. of Secondary Education	2			Supervised Student Teaching in Major	10
			Int.	400B	Practicum in Secondary Ed.	2
400	Educational Statistics	2	B.E.	404	Business Finance	2
401A	Methods of Teach. Bookkeeping & Accounting	2			Minor or Elective (Elect if possible B.E. 405 Auditing - 2 S.H.)	2
401B	Methods of Teach. Soc. Bus., Mdse., &Selling Subjects	2				
402	Occupational Information	2				
403	Insurance & Investments	2				
303	Principles of Selling	2				
304	Principles of Advertising	2				
	Total	16			Total	16

Electives suggested for high average students (See list for Junior Year above)

The Jersey Shore Teachers College
at Pennsylvania

Curriculum 3

Freshmen Year

First Semester			Second Semester		
	S.H.			S.H.	
100 Art Appreciation	1	Eng.	1002 Music Listening	3	
1004 World Literature	3	Wra.	100 Music Appreciation	1	
102 Introduction to Learning	2	Phys.	100 Physical Health	2	
1000 Economic Science I, II	4	Sci.	1006 The Earth Sciences	4	
1004 Citizenship & Citizenship	3	S.S.	1008 Civilization & Civilization	3	
101 Army & Navigation	2	P.E.	102 Cavalry, Calisthenics, Budgeting	2	
201 Fundamentals & Communication	3	S.S.	204 Fun. Organ. & Management	3	
Total	17		Total	17	

Sophomore Year

2004 Sci. Physiology: Human Feeding	2	Eng.	2008 Fundamentals of Speech	2	
2004 Uncommon Great Economic Life	2	Lit.	2002 Achievement Psychology — Sec. Sci. Diploma	2	
2000 Contemporary Social Life	2				
201 Business English	3	S.S.	2004 Contemporary Political Life	3	
202 Business Mathematics I, II	4	S.S.	204 Accounting I, II	4	
204--Fundamentals-o-Communication---3-					
Minor	4		Minor	4	
Total	17		Total	16	

Junior Year

2004 Hum & Prem. of Com. Sci.	2	Eng.	2002 Prin. & Technique of Lesson. Lan. School	2	
200 Fundamentals of Language	2				
201 Accounting III, IV	4	S.S.	200 Cost Accounting I, II	4	
202 Business Law I, II	4	Geog.	202 Principle Geography	4	
Minor	4	S.S.	204 Business Law III	4	
			Minor or Electives	4	
Total	16		Total	16	

Senior Year

4004 Advanced for (for) average students:					
4004 Advanced Secretarial Practice.	4	S.S.	1024 Marketing I	3	
4002 Advanced Secretarial Practice.	4	S.S.	1026 Marketing II	3	
407 Labor Problems	2	S.S.	2044 Consumer Goods — Textiles	3	
408 Office Management	4	S.S.	2046 Consumer Goods - Non Textiles	3	
409 Retail Store Management	3	S.S.	207 Retail Selling	3	
410 Sales, Corr. & Credit to Textiles		S.S.	208 Retail Advertising	3	
	3	S.S.	211 Personnel Use (Supervision)	3	
Total	17		Total	15	

Senior Year

4004 Prin. & Phil. of Secretary Education	3		Supervised Student Teaching in Major Subjects	10	
400 Educational Statistics	2	Lit.	4002 Practicum in Secretary Sci.	3	
4010 Methods of Teach. Accounting & Business	2	S.S.	404 Business Finance	3	
4012 Methods of Teach. Com. Sys., Size., Selling Industry	2		Minor or Electives (Elect if results S.S. 404 Auditing - 4 S.H.)	2	
401 Occupational Information	2				
403 Insurance & Investments	2				
407 Principles of Selling	2				
408 Principles of Advertising	2				
Total	16		Total	18	

New Jersey State Teachers College
at Montclair

Business Education Minors

	Accounting	S.H.		Social Business	S.H.		Merchandising & Selling	S.H.
. 202	Bus. Math. I, II	4	B.E. 101	Money & Banking	2	✓	B.E. 102A Marketing I	2
. 205	Accounting I, II	4	B.E. 103	Credit, Collections, Budgeting	2		B.E. 102B Marketing II	2
. 301	Accounting III, IV	4	B.E. 203	Transportation & Communication	2	✓	B.E. 204A Consumer Goods Textiles	2
. 305	Cost Accounting	4	B.E. 206	Bus. Organ. & Management	2	✓	B.E. 204B Consumer Goods Non-Textiles	2
. 405	Auditing	2	B.E. 302	Bus. Law I, II	4	✓	B.E. 303 Principles of Selling	2
			B.E. 306	Bus. Law III	2		B.E. 304 Principles of Advertising	2
			B.E. 403	Insurance & Investments	2		B.E. 307 Retail Selling	2
			B.E. 404	Bus. Finance	2		B.E. 308 Retail Advertising	2
							B.E. 404 Bus. Finance	2
		18			18			18

Marketing and Selling 4
Consumer Goods. 2
B.E. 103 2
B.E. 404 2
12

5 ✓

Business Subjects
Present Curriculum
Major in Accounting and Social Business

ester	Accounting	S.H.	Social Business	S.H.
1			Introduction to Business	4
2			Business Law I, II	4
3			Business Law III	2
			Business Organization & Management	2
4.	Business Mathematics	4		
5	Bookkeeping & Accounting	4		
6	Principles of Accounting	4		
7	Methods of Tch. Bus. Ed.	3	Salesmanship	4
8			Business Economics	2
		15		18
	Electives			
	Cost Accounting I	2	Marketing	2
	Cost Accounting II	2	Advertising	2
			Consumer Education I	2
			Consumer Education II	2
			Business Finance	2
			Money and Banking	2
			Economic Geography	4
			Economics I	4

Business Subjects
Tuesday Curriculum
Part 2

Part II. Commercial and Social Business

Subject	C.H.	Commercial	C.H.	Social Business	C.H.
				Introduction to Commerce	2
				Business Law I, II	4
				Business Law III	2
				Public Speaking / Salesmanship	2
		Business Economics	4		
		Commercial & Economic Geography	4		
		Principles of Economics	4		
		Basics of Acc. Bus. Ec.	2	Telecommunications	2
				Business Economics	2
			14		12
		Electives			
		Cost Accounting I	2	Marketing	2
		Cost Accounting II	2	Insurance	2
				Customer Counselling I	2
				Customer Counselling II	2
				Business Finance	2
				Money and Banking	2
				Business Statistics	4
				Economics I	4

Business Subjects

Curriculum A (Proposed)
Major in Accounting, Social Business, Merchandising and Selling

emes.	Accounting	S.H.	Social Business	S.H.	Merchandising & Sell.	S.H.
1			Money & Banking	2	Marketing I	2
2			Credit, Collections, Budgeting	2	Marketing II	2
3	Business Math. I, II	4	Business English	3	Consumer Goods-Textiles	2
			Transportation & Communication	2		
4	Accounting I, II	4	Business Organization & Management	2	Consumer Goods-Non Textiles	2
5	Accounting III, IV	4	Business Law I, II	4	Prin. of Selling	2
					Prin. of Advertising	2
6	Cost Accounting I, II	4	Business Law III	2	Retail Selling	2
			Economic Geography	4	Retail Advertising	2
7	Methods of Tch. Book. & Accounting	2	Methods of Tch. Soc. Bus., Mdse. & Selling Subjects	2		
			Occupational Information	2		
			Insurance & Investments	2		
8	Auditing	2	Business Finance	2		
		20		29		16

Electives

	Advanced Accounting Problems I	2	Labor Problems	2	Retail Store Mgt.	2
	Advanced Accounting Problems II	2	Office Management	2	Color, Line, & Design in Retailing	2

Personal Use Typewriting 2 Sem. Hrs.

Business Subjects

Form 7

Curriculum & (Proposed)
Year 4: Accounts, Social Problems, Commercial Law and Office

[illegible]	Commercial	[illegible]	Social Studies	[illegible]	Commercial Law & Offi.	[illegible]
			Crime & Punishment	2	Contracts I	2
			Trade: Unlimited, Rationing	2	Contracts II	2
Business Math. I, II	2		Business Institutions	1	Company Institutions	2
			Transportation & Communication	2		
Commercial I, II	4		Business Organization & Management	2	Company Secretaries	2
Accounting III, IV	4		Business Law A, IX	2	Pract. of Selling	2
					Pract. of Advertising	2
Cost Accounting I, II	4		Business Law III	2	Retail Selling	2
			Economic Geography	2	Retail Stewardship	2
Balance of Tra. Inv. & Accounting	2		Balance of Pay. Ser. Tra., Trans. & Bill-ing Statues	2		
			Commercial Information Sys	2		
			Insurance & Investment	2		
Auditing	2		Business Finance	2		
	30			30		12

Optive

Personal Secretarial Problems I	2	Labor Problems	2	Retail Store Sty.	2
Personal Secretarial Problems II	2	Office Management	2	Sales, Ins. & Insur. in Retailing	2

Personal Use Typewriting 2 Sec. Sys.

Business Subjects

Curriculum B (Proposed)
Major in Accounting and Social Business

mester	Accounting	S.H.	Social Business	S.H.
1			Money and Banking	2
			Transportation & Communication	2
2			Credit, Collections, Budgeting	2
			Business Organization & Management	2
3	Business Mathematics I, II	4	Business English	3
4	Accounting I, II	4		
5	Accounting III, IV	4	Business Law I, II	4
6	Cost Accounting I, II	4	Economic Geography	4
			Business Law III	2
7	Methods of Tch. Book. & Accounting	2	Methods of Tch. Soc. Bus., Mdse. & Selling Subjects	2
			Occupational Information	2
			Insurance & Investments	2
			Principles of Selling	2
			Principles of Advertising	2
8			Business Finance	2
		18		33

lectives

Auditing	2	Labor Problems	2
Advanced Accounting Problems I	2	Office Management	2
Advanced Accounting Problems II	2	Retail Store Management	2
		Color, Line, & Design in Retailing	2
		Marketing I	2
		Marketing II	2
		Consumer Goods-Textiles	2
		Consumer Goods-Non Textiles	2
		Retail Selling	2
		Retail Advertising	2

Personal Use Typewriting 2 Sem. Hrs.

Business Bribery

Type I

Corporate I (Continued)
Buyer is Investing and Social Initiator

Buyer	Investing	P.O.	Social Initiator	P.O.
			Owner and Director	2
			Transportation & Communication	2
			Credit, Guarantees, Lending	2
			Business Organization & Management	2
Building Inspector I, II		4	Business Profit	7
Inspector I, II		4		
Investigator III, IV		6	Business Law I, II	4
Tax Investigator I, II		3	Income Security	4
			Business Law III	2
Employee of Pub. Econ. & Administration		4	Matters of Pub. Ser. Com., Pub.	
			& Selling Industry	2
			Governmental Information	2
			Commerce & Investments	2
			Principles of Selling	2
			Training of Investigator	2
			Business Finance	2
		12		21

Types

Building		2	Labor Problems	2
Attorney Assessing Problems I		2	Office Management	2
Attorney Assessing Problems II		2	Retail Store Management	2
			Sales, Idea, & Tasks in Selling	2
			Advertising I	2
			Advertising II	2
			Consumer Trade-Institutions	2
			Consumer Buyer-Use Institutions	2
			Retail Selling	2
			Retail Advertising	2

Personnel Use Typewriting 2 Sec. Tot.

September 1, 1946

President Harry A. Sprague

Dear President Sprague:

I am happy to make the following annual report of the Department of English for the college year 1945-46.

I. Trends, Developments, and Activities

The academic year 1945-46 was marked by increased enrollment due to veterans of World War II returning to complete an interrupted collegiate career or to take advantage of college education offered through the financial assistance of the Federal government. The extent of this increase can be seen by comparing the registrations in the department in 1941-42 when 1685 students were enrolled in English classes with that of the current year when 2250 students received training in the English department. In 1941-42, ten staff members were assigned to full-time instruction in the department. In 1945-46 nine full-time instructors and a part-time instructor carried the greatly increased instructional burden.

Despite the increase in average class size, Montclair concurs with Harvard and Columbia in reporting marked increase in the interest and attainments in the classroom, due largely to the experience, maturity, and conscientiousness of its "veteran" students. These men and women set standards which raised the level of the entire class. In classes at the graduate level attainment was especially high, as is attested by the fact that for the first time in five years not a single grade below "B" was registered for a graduate student, nor did a single candidate fail in the examination for the Master's degree.

The following contributions of the English Department to the professional development of the College and to its social and intellectual life are herewith reported;

A. A detailed and critical analysis of the courses in World Literature by Assistant Professor William T. Beauchamp, copies of which are appended.

B. The completion of a mural in Room 13 College High School by the 9th grade class in Western Culture taught by Professors E.S. Fulcomer and

the late W. Harry Snyder. Mimeographed for distribution was a radio script We Make a Mural, a writing project in which every member of the class participated. A recording of this script was made by the class under the supervision of Mr. Arthur Seybold for use in demonstrating auditory aids in the classroom. Copies of this script are available in the College Library.

C. Summaries of the 11th and 12th grade English activities in the College High School were prepared by Associate Professor Krauss and Assistant Professor Bohn. These documents are reports upon the character of instruction provided, the type of instructional material used, and the variety of learning experiences afforded. Copies of the 11th grade report are appended, and the 12th grade report is on file in the English office. They should be made available to teachers, supervisors, and administrators throughout the State for purposes of curriculum revision.

D. The testing program in Speech, Composition, and of achievement at all levels of the College High School was continued in order to determine the results of the instructional program and of the progress of individual students. Copies of the results are on file in the department.

E. Wide coverage of college activities in metropolitan, local, and state newspapers was made possible by the efficient and tireless work of Mrs. Seabury B. Hough, Director of Public Relations.

F. Productions in the College High School Auditorium of What A Life, Cuckoos On The Hearth, and Dangerous Corner by "Players", the College Dramatic Society, and by the Senior Class of the College High School, under the direction of Assistant Professor Harold Bohn and the technical direction of Instructor Howard Fox were enjoyed by more than eight hun-

Lee Lake E. Jerry Bryan. Discussions for distribution are a while ago to Kate a Vogel, a writing project in which every member of the class participated. A selection of this paper was chosen by the class under the supervision of Mr. Arthur Barrell for use in laboratories outlined also in the classroom. Copies of this model are available in the college library.

c. Summaries of the life and long range results activities in the college high School were presented by Associate Professor Emeritus Lee Bassham professor Bugg. These summaries are reports upon the development of instruction provided, the type of instructional material used, and the history of learning experiences activities. Copies of the life crisis reports are attached, and the long range report is on file in the English office. They should be made available to teachers, supervisors, and administrators concerned for use for purposes of curriculum revision.

D. The English Department in Grades, Composition, and of assessment at all levels of the College High School was outlined in order to indicate the results of the individual programs and of the numbers of high-level students. Copies of our results are on file in the department.

E. High schools of college activities in dramatics, music, and debate participated was made possible by the efficiency and interest and of the Director, Dr. Bunge, Director of Public Education.

F. Presentations in the college High School Journalism of Kent A Jett, Children in the Secret, and Lawrence Corbin by "Flavor", the College Dramatic Society, and by the Senior Class of the College High School, show the direction of Associate Professor Donald Bunge and the directors of Instructor Kenneth for were assisted by some high school

dred guests of these organizations.

G. Increasingly effective for instructional purposes at all levels of the College was the use of the Library by Miss Margaret Cook and the Library staff. Methods classes of all departments were conducted in the Library by Miss Cook to acquaint Seniors with the wide variety of teaching materials available in the Library. Freshmen classes were given orientation in the Library's resources.

H. Supervision of forty English majors during their practice teaching by Professor Fulcomer and Instructor Salt required 112 visits. Every student successfully completed his student teaching assignment.

I. Instructor George Salt served as advisor to the Montclarion during the absence of Professor Harold Spears.

J. The range of professional activities of the Head of the Department included: continued membership in the Language Arts Commission of the State Board of Education, which has now prepared a tentative draft of a 12 year program to be submitted to discussion groups at various points throughout the State; direction of an English Curriculum Workshop at Bridgeton; lecturer before various organizations and parent groups throughout the state; instructor in Composition at New York University; final judge in the Regional Writing Awards of Scholastic Magazine national awards in creative writing; and as a Career Day speaker at South Side and Barringer High Schools in Newark. During the summer session of 1945 he served as visiting lecturer in the teaching of English at the University of Wisconsin, and as Consultant in English for the State Curriculum Workshop which met on the Wisconsin campus. He was invited to become guest star in the final production of the Wisconsin Summer Theatre, Papa Is All.

K. Assistant Professor Beauchamp and Assistant Professor Bohn both served as instructors at Teachers College, Columbia University, and Associate

ical groups of lower compartments.

6. Increasingly attractive for instructional purposes is all levels of the college was the use of the laboratory for lower secondary work and the library stack. Equally adequate of all characteristics were considered in the library by also work in research seminars with the wide variety of research materials available in the library. Professor Gilbert was also active in the Library's concerns.

7. Supervision of study halls which were being used extensively by Professor Pulsifer and Instructor Hall required its right. Every student accountability depended on the student executive committee.

8. Instructor Gwynn Hall served as advisor to the Constitution School in Groups of Professor Lucia Spaine.

9. The study of instructional activities of the Week of the Seventeenth Student conducted successfully in the Department was Commission of the Small Group of Students, which has not produced a tentative draft of a [illegible] proposed to be submitted to discussion groups of various units for final adoption at a faculty conference Saturday at which Lecturer Spaine reviewed recommendations and present groups discussed the report introduced in conversation on the [illegible] Distinctively final report is the Instructor Hall Spaine Smith or Instructor Spaine should be commended writing, and as a Commer for General or Study Side the Mandelson-Tipp Faculty in General. During the summer vacation or Hall is invited to attend training lectures in the Teaching of Science on the University of Wisconsin, and be requested to English for the Week Conference Saturday work not on the Economic Course. In the limited to Lecture Hall the in the final publication of the Economic Course Summer, this is [illegible]

8. Assistant Professor Bancroft and Assistant Professor Moon also served as instructors at Teachers College, Columbia University, and Associate

Professor Conrad conducted his annual clinic in Creative Writing at the Women's Club of Upper Montclair.

II Enrollment Statistics

Pages 5,6,7

III Department Roster

Professor Edward S. Fulcomer Ed.D. Department Head

Associate Professor Lawrence Conrad A.M.

Associate Professor Russell Kreuss Ph.D.

Assistant Professor William T. Beauchamp A.M.

Assistant Professor Harold Bohn A.M.

Assistant Professor Eula McKinney A.M.

Assistant Professor Yetta Mitchell Ph.D.

Instructor L. Howard Fox A.M.

Instructor George Salt A.M.

Assistant Instructor Mrs. Seabury B. Hough A.M.

Assistant Professor Mark Karp of Paterson State Teachers College taught in the Regular Summer Session in the absence of Professor Fulcomer.

Professor Gordon conducted his annual circuit to Kingville during the
his Seminary class or Super Specialists.

II Biological Specimens

Pages 5,6,7

III Department Notes

Professor Albert G. Robinson (B.D., Northwestern Univ.
Associate Professor Literature Course. A.M.
Assistant Professor Biblical Geology. Ph.D.
Assistant Professor Biblical Theology. A.M.
Assistant Professor Church Law. A.M.
Assistant Professor Pastoral Theology. A.M.
Assistant Professor Pastor Education. Ph.D.
Instructor in Church Art. A.M.
Instructor Sociology Univ. A.M.
Assistant Instructor Univ. Seminary in Social. A.M.
Assistant Instructor Univ. Corp. of Pastoral Care in Theological
College Length in the Quality Social Training in the Academy of
Professor Philosophy.

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ENROLLMENT DATA

Summer Session, 1945

Course Number	Title	Semester Hours	No. Sections	Average Size	Instructor
Undergraduate Enrollment					
S202A	British & American Fiction	2	1	8 12	Conrad
S204	Extemporaneous Speaking	2	1	1 9	Fox
S301A	Lit. For Adolescents	2	1	3 9	Cook Winchester
S322	Oral Interpretation	2	1	3 16	Fox
S435	Play Production	2	1	2 18	Fox
Graduate Enrollment					
S442	American Literature	2	1	9 6	Conrad
S515	Robert Browning	2	1	9	Karp
S516	Language Problems	2	1	9	Conrad

Total Enrollment-- 114

Fall Semester, 1945

Course Number	Title	Semester Hours	No. Sections	Average Size	Instructor
Undergraduate Enrollment					
100A	World Literature	3	2	28	Bohn
		3	2	27	Krauss
		3	1	38	Salt
		3	3	35	Beauchamp
101	Language Arts	4	2	43	Conrad
200A	Composition	3	4	27	Mc Kinney
		3	1	22	Hough
200B	Fundamentals of Speech	3	2	22	Mitchell
		3	3	21	Fox
201	Bit. & Amer. Poetry	4	1	28	Slat
		4	1	42	Beauchamp
204	Extemporaneous Speaking	2	1	15	Mitchell
301	Shakespeare's Major Plays	2	1	38	Bohn
310	Journalism	2	1	25	Spears
312	Fundamentals of Acting	2	1	13	Fox

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Fall Semester, 1945
(continued)

Course Number	Title	Semester Hours	No. Sections	Average Size	Instructor
401	Methods of Teaching English	3	1	40	Fulcomer
402	Survey of British Literature	4	2	24	Krauss
408	Creative Writing	2	1	12	Conrad
410	Major Speech Disorders	2	1	8	Mitchell
417	Methods in Teaching Speech	2	1	6	Mitchell
419	Grammar for Teachers	2	1	12	Fulcomer
421	The Short Story	2	1	22	Conrad
438	Masters of American Literature	2	1	13	Fulcomer
			Total	899	

Graduate Courses

401	Methods of Teaching English	3	1	2	Fulcomer
402	Survey of British Lit. to 1798	4	1	2	Krauss
A505	Philosophy and the English Poets	2	1	9	Bohn
A519	English in the Modern High School	2	1	15	Fulcomer
A505	Geoffry Chaucer and His Times	2	1	7	Krauss
			Total	36	

Spring Semester, 1946

100B	World Literature	3	3	38	Krauss
		3	3	45	Beauchamp
		3	3	34	Hough
102	British & American Fiction	4	2	32	Bohn
200A	Composition	3	4	19	McKinney
200B	Fundamentals of Speech	3	3	22	Fox
		3	1	51	Mitchell
202	The Novel	4	1	40	Beauchamp
202	Fiction	4	1	57	Conrad
301A	Literature for Adolescents	2	2	42	Fulcomer
302	American Literature	4	1	50	Conrad
435	Play Production	2	1	21	Fox
437	Humanities	2	1	21	Beauchamp
441	Med. Epic, Saga, Romance	2	1	46	Krauss
200B	Fundamentals of Speech	3	2	26	Mitchell
322	Oral Interpretation	2	1	19	Mitchell
208	Fundamentals of Speech, Advanced	2	1	9	
			Total	930	

Senior Classes - April, May 1946

301A	Literature for Adolescents	2	1	20	Fulcomer
324	Minor Speech Defects	2	1	3	Mitchell
405	Victorian Poets	2	1	20	Krauss
407	British & American Biography	2	1	22	Conrad

Fall Semester, 1960
(continued)

Number	Course Title	Credit Hours	No. Sections	Enrollment
401	Methods of Teaching English	3	1	40
402	Survey of British Literature	4	1	44
406	Creative Writing	3	1	12
410	Major Speech Disorders	3	1	3
417	Methods in Teaching Speech	2	1	4
419	Drama for Teachers	3	1	16
421	The Short Story	3	1	22
428	Masters of American Literature	3	1	11
			Total	252

Graduate Courses

401	Methods of Teaching English	3	1	4
402	Survey of British Lit. to 1798	4	1	3
4505	Philosophy and the English Press	3	1	9
4519	English in the Modern High School	3	1	15
4805	Geriatry Counsel and Its Times	3	1	7
			Total	38

Spring Semester, 1961

1008	World Literature	3	3	65
		3	3	45
		3	3	24
102	Writing & American Fiction	4	2	36
3003	Composition	3	4	17
3003	Fundamentals of Speech	3	3	22
		3	1	32
202	The Novel	4	1	40
202	Fiction	4	1	57
301A	Literature for Adolescents	3	1	42
302	American Literature	4	1	50
430	Play Production	3	1	21
437	Humanities	3	1	21
441	Med. Tech., Lang., Drama	3	1	69
3003	Fundamentals of Speech	3	3	36
3[illegible]	Oral Interpretation	3	1	13
3[illegible]	Fundamentals of Speech, Advanced	3	1	2
			Total	350

Senior Classes - Spring, 1960

301A	Literature for Adolescents	3	1	40
324	Minor Speech Defects	3	1	3
405	Victorian Poets	3	1	20
407	British & American Mysteries	3	1	22

Spring Semester, 1946
(continued)

Course Number	Title	Semester Hours	No. Sections	Average Size	Instructor
Senior Classes - April, May 1946 (continued)					
420	High School Classics	2	1	16	Beauchamp
439	Contemporary American Literature	2	1	20	Salt
			Total	101	
	Accelerated Summer Session First Six Weeks				
100A	World Literature	3	1	40	Bohn
		3	1	23	Hough
200A	Composition	3	1	21	Hough
		3	1	19	Fulcomer
431A	Shakespeare (Part I)	2	1	19	Bohn
442A	American Literature (I)	2	1	28	Fulcomer
			Total	150	

Total No. Sections	94
Total Nol Enrollments	2250
Average Class Size	25

Spring Semester, 1945
(continued)

Course Number	Title	Credit Hours	No. Sections	Average Size	Instructor
Senior Classes - April, May 1945 (continued)					
4[illegible]	High School Classics	3	1	15	Hammond
4[illegible]	Contemporary American Literature	3	1	20	Cole
			Total	101	

Accelerated Summer Session
First Six Weeks

100A	World Literature	3	1	40	Bohm
		3	1	45	Bowen
200A	Composition	3	1	21	Hewen
		3	1	15	Wildcover
421A	Shakespeare (Part I)	3	1	19	Bohm
440A	American Literature (I)	3	1	28	Wildcover
			Total	150	

Total No. Sections 84

Total Not Accumulative 2250

Average Class Size 25

IV Problems And Recommendations:

A. That an additional instructor, preferably one with recent high school experience, be secured for the College High School to enable the Department to offer elective courses in the College which the greatly increased enrollment necessitates.

B. When funds are available, to secure the services of an Associate Professor with training and experience comparable with that of Assistant Professor Cayley or Assistant Professor Beauchamp to assum the chairmanship of the Division of World Literature.

C. That an additional instructor in Speech be added to the Department to enable more students to secure a minor field of teaching in Speech. Students desiring a Speech minor have difficulty in scheduling the courses required since required Speech class enrollments at the sophomore level are so numerous that the major portion of the load of the Speech instructors is filled with these required courses. One of the courses intended for Speech minors can now be offered only in the last six weeks of the senior year following the student teaching period. This course should be offered in the Spring semester of the junior year, but greatly increased enrollment has made such unsatisfactory scheduling necessary.

D. That the proposal of the late Professor W. Harry Snyder and the Head of the Department of English for reorganization of the courses required of all Freshmen and Sophomores in English and Social Studies be given studied consideration by the Administrative Council. The recommendations of Assistant Professor Beauchamp include some excellent suggestions for this revision.

Respectfully submitted
Edwin S Fulcomer

7. Decision and Implementation

a. Only an institutional infrastructure, responsive and able to make rapid decisions, be developed but the decision also should be made as to priorities to allocate scarcity amongst in the country which the jointly the increased marginal productivity.

b. When funds are available, to assure the services of an innovative team having with technical and experience appropriate to the kind of investment further judgment on institutional requirements to assure the availability of the services of social literature.

c. That an institutional infrastructure is needed in the development to enable such research to develop a plant field of research in Ghana. Ghanaian training a growth among have activities in economics the matters requires since required Ghana since worldwide of the supply more level are so economic that the major portion of the load of the needed laboratory to utilize with these economic matters. One of the courses needed for Ghana students can be a course only in the last six weeks of the senior year following the student teaching period. This course should be offered in the spring semester of the senior year but greatly increased worldwide use made from qualified Ghanaian economists.

8. That the proposal in the last Paragraph 6, Part Eighty-six of the Report of the Department of Health for reorganization of the Ghana Council of all Ministers and Commerce in Health and Social Studies in Ghana should be considered in the Administrative Budget. The Commission of Research Professor Commerce Ministry Ghana Ministry recommends the this research.

Respectfully submitted

NEW JERSEY
STATE TEACHERS COLLEGE
AT MONTCLAIR

Report on English 100A and 100B. World Literature: Its Forms and Masters

William. T. Beauchamp

Apology: The greatest contribution I can make to English 100A and 100B is my enthusiasm for the course. As an outsider, I probably have a fresher point of view than have those for whom the course has become a matter of routine, and a keener appreciation of what its organizers have achieved. In my own college, we succeeded, by persistent and heroic efforts, in bringing several departments to co-operate in a study of Midwestern culture. We were not able to achieve any such co-operation when we tried a larger area. So I am deeply impressed by a course that has succeeded in breaking down "departmental boundries and barriers," and done so in a wide field, and one even more important today than it was after World War I. In its emphasis on integration, the course is progressive, and in its cultural-epoch approach it is (or could easily be) in line with the more recent anthropological point of view, which seems destined to color educational thinking for the next generation. To attempt the integration of such vast fields as are covered by Civilization and Citizenship, Art, Music, and World Literature was courageous; to have succeeded so far seems little less than miraculous. I want to emphasize my appreciation of what has been done because I have many changes to suggest, and I should not like to give offense. I have myself had to put up with the criticisms and bright ideas of outsiders, and I know how impracticable and irritating they can be. I want to assure the reader (and I hope he won't forget) that however voluble or cocksure a tone my argument may betray me into, there lies behind it a fitting humility!

NEW TRENDS
SOCIAL CHANGES VERSUS
IN AUSTRALIA

Report on English 1004 and 1005. Study literature: its forms and manners.

William. T. Bawden

Apology: The current experimentation I am made in English 1004 and 1005 is by estimation for the Sophomore. As an outsider, I probably have a fresher point of view than been those for whom the course has become a matter of routine, and a keener appreciation of what its exponents have achieved. In my own opinion, at Brunswick, or particularly our newly minted, is rather lag cultural deprivation to co-operate is a study of aldermaston culture. We were not able to believe our such do-operation when we talked a lesser area. We I am deeply impressed by a course that has succeeded in creating some "experimental consciousness and patterns," and done so in a wide field, and one even more important today than it was after World War I. In its emphasis on individualism, the course is provocative, and in its cultural-cycle approach it is (as India e.g.) in line with the more recent anthropological point of view, which seems destined to color alternative theories for the next generation. To attempt the integration of such ideas as are offered by civilization and citizenship, Art, Music, and World Literature was commendable; to date successful in far ranging Little Lane from strangulum. I feel in explicitly my appreciation of what has been done because I have many charges to suggest, and I should not like to give offence. I have myself had to put up with the criticisms and varied ideas of outsiders, and I know the impossibility and irritating they can be. I make no apology the reader (and I hope the model's larger) that however valuable or commonly a form of argument may lately be lost, there like Lenin is a fleeting quality!

ADMINISTRATION:

The block of Background Courses is important enough, I believe, to justify appointing a co-ordinator responsible for calling regular staff meetings. The advantage of bringing all teachers of the integrated courses together at intervals is obvious. I was frequently in doubt as to the ground my students were covering in other courses and, consequently, could not build on it. It would have been possible to inquire around, of course, but without machinery to make the necessary people easily available, one doesn't.

Integration would be facilitated if a full syllabus and reading schedule were prepared for each of the integrated courses, and a complete set placed in the hands of each instructor.

A co-ordinated testing program would save time for the instructor, be fairer to the student, and aid in securing more unity in direction and emphasis in the various sections.

REORGANIZATION:

Since the course was organized there have been many changes in personnel, and book shortages caused by the war have forced various changes in content. With the lapse of time its novelty has worn off; it has tended, as all courses will, to become a part of the college routine, like freshman English, and it is far too good to suffer such a fate! The time has come, it seems to me, to revive it by thinking it through again. It has a function to perform in relation to both the block of courses of which it forms a part and the students it is to reach.

A surprising proportion of my students (approximately half in the summer session) had fundamentalist leanings and were averse to reading the

EXPLANATION:

The image of Langmuir Cavern is apparent enough, I believe, to justify adopting a re-creation responsible for making regular tour meetings. The experience of visiting all features of the interpretive courses requires an interval in outdoor. I am frequently in doubt as to the number of students who actually in other courses and, consequently, could not build on it. It would have been possible to include other, if course, but difficult enough to make the necessary people easily available, one course.

Interest in would be instilled if a full outline and reading schedule were prepared for each of the historical courses, and a complete set given in the course of each instructor.

A correlated reading program would also be fine for the instructor, as index to the student, and did it consider more only in diversion as mentioned in the various articles.

CONCLUSIONS:

Since the course has included three hike than many students in general, but more knowledge gained by the end of the [illegible] course in comfort. With the loss of this [illegible] one hour off in the round, in all courses will, in effect a part of the college course, like freshman English, but it is the job to solve this [illegible] The time has not come, it need to be, to write it by itself in through class. It has a tendency to question it relative to not his block of unexpected noise in front [illegible] the student it is to read.

A therefore proposition of my students (apparently) not in the course based) has [illegible] [illegible] to reading the

Bible critically. Some Catholic students assured me that they were forbidden to believe in Evolution; others tried to escape reading Boccaccio because he is on the Index (at least, that was the reason they offered). It is not socially constructive, however satisfying personally, to advise such students to transfer to colleges guaranteed not to disturb their preconceived notions. They don't transfer; they remain, aggressively on the defensive, and witheringly impervious to any new idea. If such students become teachers without awakening, it is obvious that they can do little more for the intellectual life of the community than perpetuate the cultural lag.

If anything can be done for them, it must be done indirectly. To that end, I wonder if it would not be sounder psychologically to defer Biblical literature until the foundation has been laid for a liberal point of view. Students enter the course frequently, even usually, with the established American belief that everyone is entitled to his own opinion, and with a pretty firm conviction that his own opinion is as good as another's. He has no clear understanding nor respect for an authority. He does not distinguish clearly between an opinion and an induction based on adequate data; he knows not the law of probability. He is not ready to appreciate the distinction between the mental operations of fetishism and those of modern science, and is incapable of recognizing that much of his own thinking is more akin to the former than the latter. One of the first steps, then, should be a clean-cut explanation of such concepts as opinion, fact, induction, authority, animism, fetish, shaman, and scientist. Next, a demonstration of how the geologist, working inductively, arrives at his conclusion with regard to the age of the world. Then, the paleontological and embryological evidence for Evolution. Finally, in the preparatory stage, a lecture on the growth of mind and primitive mentality.

With such a background, the fundamentalist, I believe, would be willing to recognize a myth even when he encountered it in the Old Testament. He could glimpse the groping mind of antiquity, realize the mesh of superstition entangling it, grasp the significance of the Greek gift of skepticism, of the distinctive character of Jahveh, of the liberalizing ideas behind the books of Ruth and Job. In brief, he would be able to read his Bible intelligently. (Ruth Benedict's Patterns of Culture and H.G. Wells' Pocket History, both available in twenty-five cent editions, would be useful.)

Another fundamental problem is reading. One of the most frequent complaints of freshmen confronted with almost any passage of World Literature is, "I couldn't get a thing out of it," and their tests prove they are making no idle boast! Advancing World Literature to the sophomore level, as has been suggested, promises to improve matters somewhat; sophomores ought to read a little better than freshmen! It could effect a considerable change, I believe, if English 200A were at least partially integrated with the background block.

It would be a simple matter for the staff to select (and have mimeographed, if books were not available) a set of passages ranging in reading difficulty from literal communication to figurative and symbolic. On the literal level, they should deal with concepts basic to the preparatory lectures mentioned on the preceding page, or with points of view likely to be novel to the student and calling for reflective working over on his part in order to build them into his thinking. (Good source material: Robinson's Mind in the Making, Randall's Making of the Modern Mind, Lucien Levy-Bruhl's How Natives Think, and the early chapters in Wells and Bendict)

The passages might serve simultaneously as reading assignments in other courses and as material for the development of reading skills in English 200A.

With such a background, the Frankenstein, I believe, would be willing to recognize a work area also as groundwork in the old Testament. He would glimpse the growing mind of antiquity, realize the need of superseding earlier assumptions in, keep the significance of the Jewish city of Jerusalem, of the dialectic assumptions of Jesus, of the interesting ideas behind his deeds or most and too. In brief, he would be able to read his Bible intelligently. (Read Wheeler's Progress of Religion and C.H. Dodd's Bible Today Library, now available in twenty-five cent editions, would be useful!

Another fundamental problem is practice. One of the most frequent complaints of Freshmen concerned with almost any phases of social literature is, "I couldn't get a grip on it at it," and their books pass into mere idle boredom! Approaching Bible literature in the appropriate level, as our been suggested, provides an improve reading experiences. Students could do read a little better than Freshmen! It would affect a considerable change, I believe, if English 200 were to have partially concerned with the background study.

It would be a simple matter for the staff to update (not have already-changed, if books were not available) a set of pamphlets dealing in reading difficulty from literal interpretation to figurative and symbolic. On the literal level, they could deal with concrete ideas in the supplementary lessons mentioned in the preceding para, or with points of view likely to be found in the Bible and helping for relatively modern ones to old year in order to build from here old thinking. (Read Wheeler's Meaning: Genesis's Myth in the Making, Tindall's Basics of the Modern Mind, Lucian Lamont's The Reality Myth, and the really adequate in daily use Bible)

The personal right were individually or reading assignments in other courses and be material for the development of reading skills in English 200.

I have in mind exercises in identifying referents, equating terms, discovering oppositions, defining terms in terms of the context, and similar exercises in elementary semantics. They might be used, too, as material for such standard practices in the teaching of composition as analyses, outlines, and precis, and for some elementary work in logic.

This may sound like a heavy diet for the freshman, but it is not so actually. Relatively easy texts are available. I am sure he could manage Hugh R. Walpole's Semantics, and Hayakawa's Language in Action is mere fun. The exercises suggested in either book are stimulating. Frequently they have the fascination of puzzles. Students enjoy both the challenge and the sense that they are acquiring the power to read anything written in their own language.

It would not be a heavy burden for the teacher of English. Staff members could share the task of preparing model precis, outlines, etc. Students could work out their own and bring them to class, where the teacher could present the models and have the students detect and correct their errors.

Some such method would improve the student's literal reading and insure his understanding of the purely expository material. His understanding of the "literature of power", the real content of World Literature, gives rise to another set of problems.

In the literature of other ages and other nations, the referents of the words used frequently have no reality for him (visual aids might help here); when, on top of that, the referent is used as a symbol for something quite different, he is lost. Figurative language in general usually floors him. Yet, until he masters it, the literature of power can have little for him.

I have in mind musicians as identified referents, speaking terms, interpretive commentators, artistic peers in terms of the workers, and musical functions in aleatoric musicians. They might be seen, then, as essential for such analytical questions as the identity of composition as authentic, political, and credible, and for some discretionary work in light.

This may sound like a heavy star for the profession, but it is not so actually. Historically many works are unfinished. I am sure we could analyze Bach's Brandenburgs, and Schubert's Symphonies in detail to see how the anecdotal evidence suggested in either case the difficulties. Frequently they have the fundamental of practice. Composers might the conflicts and the sense that they are exploiting the power to real aesthetic creation in their own language.

It would not be a hard decision for the manager of Brahms. Most members would agree the case of preparing sound merely, sublime, etc. Some there would most are which one and which which to place, where the teacher would present the notion and have the students listen and discuss their views.

Some other matter would concern the relatively literal results and figure the musicianship of the music accompany composers. All understands of the "literature of power", the real content of Bach Clavichord, also play to another and or another.

In the literature of music more and other notions, the reference of the words most frequently have no reality for the literal sign might very well, as the of lies, for relevant ( ) that is a signal for musical work different, as it lies. Alternative language is general usually there are, well be matters it, the literature of power and more lists the use.

Several passages in Aristotle's Poetics and Rhetoric would help him, especially after he had had the preliminary discipline in literal reading. I mention the Poetics with hesitancy because so many people shy away from it, but I must say a word for it. No other critical work will integrate so well with the section of Greek literature. None, surely, has had so great an influence on critical thought, if not on literature itself. The translation by Lane Cooper is not considered too difficult for freshmen in other colleges. In English 100A, it would provide at once excellent material for practice reading and succinct definitions of many of the elements of literature.

Other helpful exercises could be based on the Parables, which not only use symbols but interpret them, "Picturesque Speech and Patter" in the Reader's Digest (amusing, and rich in the figurative use of language), editorial cartoons (which are frequently compositions in graphic metaphor), sports writing, etc. Such exercises would certainly be appropriate to a course in composition, and would help to develop the mental flexibility necessary to read great literature.

SELECTION OF READINGS:

World Literature has so much to cover, and so little time to cover it in, that every selection, if the course is to have the greatest possible impact on the student, must drive toward the ultimate objectives. These, as defined in the Bulletin, are: "professional usefulness and general cultural education" (pg. 42), and "furnishing materials of background and critical principles that insure a knowledge of the great masters of the literature of the world, an appreciation of the literary forms which they created, and a feeling for the best in modern life and thought as expressed in literature." (pg. 41).

General passages in Aristotle's Poetics and Politics would help him, we probably after he had had his preliminary discussion of literary criticism. I envision the Poetics also usefully because so many people say they find it, but I must say a word for it. In short critical work will undoubtedly be only the section of Grade Literature. Many morals, but had to grant be too flimsy to critical thought, if not to literature itself. The translation by Lane Cooper is not considered the difficult for lessons in other colleges. In English 1004, it would provide a more scholarly material for reading poetry, but musical definitions of many of the elements of literature.

Other helpful materials could be based on the Poetics, also not only the grounds but interesting work, "Aristotelian Speech and Poetry" in the Reader's Digest (Lucas), and also in the Quarterly use of language, editorial methods (which are frequently concentrated in popular magazine writing, etc. Such materials would probably be supplemental to a course in composition, and might help to develop the varied flexibility necessary to read great literature.

Selection of Literature

Most literature has to wait in order, but so little time to waste it is, that every selection, if the writer is to make the greatest possible impact on his student, must first weed the obviously objective. Thus, as defined in the Bulletin, what "professional literature and general educated knowledge" (p. 4), and "controlling materials of composition and critical relations that issue a knowledge of the great masters of the literature of the world, an appreciation of the literary forms which they created, and a feeling for the part in human life and thought as mirrored in literature." (p. 4).

I wonder if the required readings for the course were selected with these objectives in mind. The list contains no specifically critical work, and no work later than 1603. As an outsider, I do not know the selectors' original intent. Possibly it was assumed that the student would fill the gap with other courses. If so, I doubt that the assumption is warrantable; students who most need such courses are the very ones who shy away from them. Possibly by unwritten law, or by a written one that I have overlooked, counselors see to it that such courses are taken. Even so, the Bulletin seems self-contradictory; it emphasizes the parallelism and integration of two courses, one of which ends in 1603, while the other extends through "the Industrial Revolution, and the industrial society of our world today," and specifies "the modern world" as the "main theme" of the second semester. And the outsider, with no more explicit guidance, wonders how the student can get an adequate professionally useful familiarity with the "literary and aesthetic phases of life " from a course which ends in the rhetoric ridden Renaissance and, hence, omits Neo-Classicism, the Romantic Movement, and the entire course of Realism, the most characteristic form of expression in his own day. Or how he can acquire "a human interest in the life-experiences of youth in present day society" from a course which ignores entirely the literature of his own country.

The course in AmericannLife, will answer the latter objection, especially if it subordinates the earlier, imitative literature --"the pale adumbration of the European tradition" -- to the essentially American. But even with the contemporary national scene taken care of, there will still be a conspicuous gap. The corresponding course at the University of Chicago fills it with the following: Paradise Lost, Tartuffe, Gulliver's Travels, Chapters 15 and 16 of the Decline and Fall of the Roman Empire, Descartes' Meditations

I wonder if the negative feelings the film course were selected also issue objectives in mind. The film contains no specifically religious note, and no more later than 1956. As an aesthetic, I do not know the educators' original intent. Possibly it was assumed that the students would fill the gap with other courses. If so, I would hope that the assumption is warranted; students who most need such courses are the very ones who are most ill-fed. Possibly by accident too, or by a written one that I have overlooked, students see to it that such courses are taken. Then so, the initially weak self-sufficiency; it emphasizes the specificity and interpretation of the universe, one of which work is 1984, while the other refuses through "the inevitable brutalities, are the industrial society of our world today." Our specifical "the modern 'idol' or the 'Dark tower' of the Dantel Inferno." Yet the universe, with so more realistic evidence, society for the "idol" and is absolute psychologically useful "reality" with the "illusory and antithetic poems of life." From a course which work is the Dantelic inferno and, Dante, Dante Sec-Finding, the Tragedy Dorsman, and the action course of Faulkn, the most distinctively form of expression is his sec. Or now he has begun to focus interest in the interconnection of proof in present day society from a course with Lawrence within the universe of his own country.

The course is interdisciplinary, all means the latter objective. Possibly if it intersperses its studies, relative literature —the pale interpretation of the Lawrence tradition— to its essentially Dantelic. Yet even with the contemporary national scene film text is, there will still be a non-aquatic sec. The correspondence course of the University of Chicago film is also the "Lecture Dantelic Lore, Tragedy, Science's Dantelic, Dante's Ib and Ib of the Dantes and Hell of the Dante Engine, Lawrence' contrasts

on the First Philosophy, selections from Hume, Conrad's Arrow of Gold, Madame Bovary, and James Pragmatism.

Oberlin College substitutes *Descartes' Discourse on Method, drops Hume, Flaubert, Conrad, and James (the course is limited to Europe from Augustine to Marx) and adds Racine's *Phedre, Hobbes' Leviathon, Bacon's Advancement of Learning, *Milton's Areopagitica, Locke's Second Treatise on Government, selection from Voltaire, Pope's *Essay on Man, Rousseau's Social Contract, Jefferson's *Declaration of Independence, Burke's *Reflections on the French Revolution, Wordsworth's *Preface to the Lyrical Ballads, Goethe's *Faust, Part I, Hegel's Philosophy of History, Marx and Engel's *Communist Manifesto, Mill's *On Liberty, and Darwin's Origin of the Species. (An asterick indicates works read in their entirety.)

I list these as iddications of the emphasis other colleges place on the period omitted, and suggestions of what is being passed over. No one would want all of them. Possibly M.S.T.C. is to be congratulated on escaping the tyranny of the past! Possibly, in the interest of a better balanced course, some of them might be substituted for some of the titles now on the list.

In conclusion, I should like to sound again the note of enthusiasm with which I began. World Literature, in its context of background courses has richer potentialities than any other course I know of. It needs to be re-thought, weeded out, built up, pulled together, preceded by the course in American Life, elevated to the sophomore level, more closely integrated with the other background courses, and put into the hands of an energetic co-ordinator who really believes in it (and who is given enough free time

on the Pirsc Philosophy, selections from Owen, Cervera's Aaron et Cole, William Dover, and James Fragmaxim.

Dorella College maintains "consistent Discussion on Matters, Great Guys, Thunder, Courage, and Jesus (the person is limited to Twelve from inquiries to Brad and asks Bailey's "Piety, Dorset Feminism, Jacob's Advancement of Learning, Philip's Atmosphere, Lorna's Among Sweetie on Government, selection from Voltaire, Anna's "Stay on Me, Kumquat's Social Contract, Jefferson's "Involving of Independence, Jesus's "Reflections on the French Revolution, Aristotle's "Pendant to the Lyrical Ballad, Dante's "Final, Part I, Sarah's Telescope or Mirror, Pete Joe Lucky's "Democratic Revolution, Will's "On Liberty, and Joseph's Origin of the "Species. (A surprise indicates more than in their entirety.)

I list these as indications of the materials other colleges place on the period setting, and suggestions of what it being passed over. No one would want all of them. Possibly M.S.T.U. is to be congratulated on escaping the tyranny of the past! Possibly, in the interest of a better balanced course, some of them might be substituted for some of the titles now on the list.

In conclusion, I simply like to point out the role of rationalism with which I began. Much literature, in its capacity of disconcerting increase the human possibilities than any other course I know of. It deals in re-thought, sense not, call up, what Schopenhauer, preached of the Jesus. It deprives life, stretches to the mountains level, more closely integrated with the other component courses, and has been the source of a delicately co-ordinated and really helpful to it (not who is also Jesus Christ the

to supervise it closely). Each instructor should have a set of syllabuses of all integrated courses, and a co-ordinated testing program should be established. With all that, what teachers New Jersey would get!

APPENDIX II

ELEVENTH GRADE AT THE COLLEGE HIGH

1943-1946

Records, comparatively complete for four years, of the incoming Eleventh Grade at College High indicated exceptionally high individual and average ranking in silent reading ability and in knowledge of essentials of English. In fact, so high was the class average as to suggest the feasibility of a program so graduated as to allow each pupil full scope for his abilities and urges within a framework of minimum requirements. The minimum requirements were to be met by all students, including the neatest, the maximum each pupil was to set for himself.

During the year five main units of study were undertaken by the class: The Daily Newspaper and Related Periodicals, Shakespeare, English Poetry, the Writing of English (Creative and Factual) and Personal Outside Reading. The first three units were taken up consecutively with an occasional backward glance or review to make sure that the disciplines, knowledge and abilities gained from them were not thrown into discard; the last two units threaded through the year. Standards within each unit were very elastic as to quantity of work covered, less as to quality.

Twelve weeks were devoted to the study of the daily newspaper. The New York Times and the New York Herald Tribune were the basic texts. They were likewise controls by which many other newspapers were later judged. Pupils investigated the facts about the layout and composition of the daily paper. They reported on the teletype, the linotype, the morgue, the radio transmission of news and

and pictures, the matrix, the flat and the cylindrical stereotype, the flat-bed press, and the rotary press. There came a spontaneous desire to see these mechanical devices in operation. No major newspaper had admitted visitors since the beginning of the war. A class committee was formed to try to overcome this obstacle. Within a week the committee reported that the Herald-Tribune would inaugurate its new series of conducted tours with our class as its first guests. Besides seeing in visual operation all the devices about which they had learned, the members of the class now discovered the gravity-feed principle whereby a great newspaper receives its incoming news by teletype, telephone, telegraph and personal report on the topmost floor and, descending floor by floor, finally loads into a long line of trucks hundreds of thousands of folded and bailed newspapers for delivery to the public. The class likewise learned that the expensive and sulky linen-rag edition intended for library preservation has been superseded by the microfilm process. This knowledge motivated an immediate visit to the microfilm reading room of the New York Public Library.

Visual examination of thirty-two teletype machines in operation had shown the United Press, the Associated Press and individual reporters all bending communications from Washington in different words but on an identical subject. The class made a study of the press associations, including, besides the foregoing, Reuters, Tass, I.N.S., and the defunct German, Italian and Japanese agencies. They studied the organization of UP and AP and their rivalries; they soon knew about the false armistice and other scoops. They reported on the government suit against the AP and the causes of it. Naturally individual reporters and bylines aroused interest--Homer Bigart, Leland Stowe, Walter Duranty, Anne O'Hare McCormick and many others. The pupils learned to distinguish between the interpretive column

and pictures, the movies, the radio and the gramophone, the film-and press, and the entry lower. There came a government media to see these commercial devices in operation. In fact government and commercial interests alone the monopoly of the air. A close monopoly was formed to try to overcome this situation. Which a week the condition regarding the media-Tribune media monopoly in the order of commercial lines and our class as the first period. Another major is which operation of the days which with the Tribune, the owners of the first one interested the twenty-two minutes during a good commercial which is making days of broadcast, television, television and national radio in the upper floor and, taking the first of them, finally there has a total size of three months of broadcast of radio and national commercial broadcasting to the public. The class libraries radio: that the commercial and only time-only within limited for library production the been accepted of the electric media. This monopoly relations is inevitable which is the electric media mode of the two-two radio library.

First monopoly of half-the television media is operation has been the other media, the industrial radio industrial requires all media commercial from monopoly in different media one or in industrial media. The class also a right of the year monopoly, including, radio the television, commercial, and, i.e.t., of the better commercial, radio and commercial monopoly. They media the operation of the and if the radio industry; they have also about the other radio and other media. The reports in the government and radio of and are cause of the commercial industrial monopoly the radio commercial interest—lower class, based two, other industry, the other commercial and commercial. The media learned to distribute commercial the transport—class

of a Walter Lippmann and an on-the-scene news report of a Walter Kerr. They became interested in publishing families: the Reeds, the Ochses, the Heartsts, the Pulitzers, the Sulzbergers, the McCormich-Pattersons, the Gannets.

Rival press associations, publishers with a purpose, deleted news, slanted headlines, advertisers' interests, public demand in certain quarters for a certain kind of news (sport news, crime news, scandel)--all tended to suggest that newspapers should be read with some care. Members of the class began almost automatically to compare the coverage of the same story in several different papers and to read opposed editorials of several different editors. Thoroughly familiar now with the policy and make-up of the Times and Herald-Tribune (so familiar, indeed, that they could tell in advance to the section and almost to the page where a given item would be likely to appear in either), they used these two papers as standards and controls. They examined PM, the Daily Worker, the Daily News, the Washington Star, the St. Louis Times-Dispatch, the London Observer, the London Times, the Chicago Daily News, the Chicago Tribune, the Boston Transcript, the Christian Science Monitor, Labor papers, church papers, local provincial weeklies and dailies, army papers, all kinds of papers. They learned that opinion (propaganda) and news (local, parocial, national or international) and entertainment are the three main purveyances of newspapers and that the first and last may affect the second.

The class studied newspaper economy and discovered the sales price of the Times hardly covered even the cost of distribution. There resulted an interest in advertising, its ways, its ethics, it justification, its effect upon newspapers and their publishers. Radio and other advertising media naturally came into comparison. Wartime voluntary censorship, the controlled totalitarian press, advertising propaganda, economic propa-

of a future lifetime and on an-the-spot data (mostly of a little use). That
means interested in specialists familiar: the Times, the Quarter, the Morning,
the Politics, the Spectators, the Economist-Financial, the Dorchs.

Ethel Drake associations, publishers, its a purpose, maintaining
planned questions, interviewers' interests, public (mostly to certain) portraits
for a certain kind of news (sports news, crime news, politics)--all tended to
suggest that newspapers should be read its book more. Members of the class
began clipper automatically to compare the coverage of the same story in
several different papers and to read opposed editorials of several different
editors. Thoroughly familiar by all the policy and make-up of the Times
and Herald-Tribune (so familiar, indeed, that they really fell in reverse to
the section and almost by the page where a given item would or liked, so
appear in either), they used these two papers as standards for control.
They examined PM, the Daily Worker, the Daily News, the Washington Star, the
St. Louis Times-Dispatch, the Denver Post, the Denver Times, the Chicago
Daily News, the Chicago Tribune, the Kansas Commonwealth, the Cleveland
Plain Dealer, labor papers, church papers, local provincial weeklies
and dailies, many papers, all kinds of papers. They learned how politics
(processes) are made (local, parochial, national or international) and
entertainment are the three main purposes of newspapers and how the first
and last may affect the second.

The class studied newspaper ownership and discovered the main
price of the Times mainly owners are too man of distinction. There
resulted an interest in structure, its aspects, its nature, its institutions,
its effect upon newspapers and their audiences. Radio and other advert-
ising media universally were left conclusions. Studies voluntary associations,
the controlled journalistic group, journalistic propaganda, economic propa-

ganda, political propagand all became topics of study and discussion.

At no time, of course, was it forgotten that a newspaper is a vehicle of current news and current opinion. These matters were studied for themselves. Students were tested on their alertness as to what was going on in the world. Spot tests and discussions throughout the year, after the unit was formally completed, were devoted primarily to encouraging the pupils to keep up on the news and to read a substandtial newspaper daily.

The Shakespeare unit took twelve weeks. The prime purpose was to read as much Shakespeare as possible in consonance with understanding and enjoyment. The basic requirement was six plays (Romeo and Juliet, Julius Caesar, Macbeth, Hamlet, The Merchant of Venice, and As You Like It.) Ultimately all members of the class likewise read Much Ado About Nothing and Twelfth Night. When the school year closed some ten weeks after the project was finished, most class members were voluntarily reading Henry IV and Henry V - in anticipation of seeing Laurence Olivier's production of Henry V. As the pupils explained, they had derived great benefit from knowing the text of Hamlet before the group visit to Maurice Evans' production of that play, and they were afraid that Shakespeare would lose much if they were not familiar with the text. Such had been the experience of several who had seen both parts of the Old Vic Henry IV without prior preparation. Pupils were encouraged simply to read the text of Shakespeare's plays as they would read a modern play or novel. They were to use no notes and look nothing up in reference books unless the sense of a scene could not be gleaned without outside help. No reverence for Shakespeare was asked for and no propagandizing was indulged in. The pupils understood the plays, talked intelligently about them, expressed without reserve their likes and dislikes. Shakespeare was no bugaboo. Only one play--Romeo and Juliet by

cause, political propaganda all become topics of study and discussion.

In an time, it seems, we are inclined that a newspaper is a mirror of current news and general opinion. Even serious more studies for instance. Students were asked to their attitudes to an art and other to do in the world. Most have an classmates interested in art, after the well, the critically minded, and invited students to experiment the people to hang up in the room and to read a sensational newspaper daily.

The experiments will look forward to results. The police purpose was to test to such behaviour is possible to convinces the understanding and enjoyment. The basic experiment was the play *Crime and Punishment*, *Julius Caesar*, *Macbeth*, *The Merchant of Venice*, and *As you like It*.) Ultimately all members of the class likewise read *Book the About Publication* and *Twelfth Night*. When the student have finished some to whom other the protest and Platform, that these concerned were relationship problems *Macbeth* and *Merchant* - in modification or social Economic difficulties questions of *Julius C*. In the public conditions, they all agreed that actually the modern the lack of *Macbeth* where the people that to monitor school' production of that play, but many were afraid that management would lose much if they were not familiar with the text. Thus had been the experience of several who had been involved with *Merchant* almost prior presentation.

People were encouraged finally to read the text of Shakespeare's plays as they would read a modern play or novel. This was to give to text and look working up in reference books which the whole of a scene could not be classed without notice only. No criticism for Shakespeare was sought for and no prejudgement was imagined in. The public understood the stage, indeed tolerantly humor than, however, those seeking their lives and difficulties. Shakespeare was to humour. Only one play--*Julius Caesar* is

class choice--was intensively examined scene by scene. From this examination pupils learned about Elizabethan stage conditions, Elizabethan all-male casts, Shakespeare's verse and prose techniques, the difference between tragedy of fate and tragedy of character, Petrarchism and other traditions of the author's trade, Shakespeare's reliance on his source material and many other matters. This examination came late in the unit and it was discovered that much of the material brought up had already come under the pupils' cognizance. The smallest number of plays read by a class member was eight, the highest twenty-one. All class members saw at least two playw produced, some saw also a revival of last year's Tempest and a few attended a short-lived run of Twelfth Night. A group of six girls saw Hamlet three times, but perhaps Maurice Evans had as much to do with their persistence as Shakespeare. Now in vacation the class had a standing committee to arrange attendance at Laurence Olivier's Henry V.

The poetry unit extended through the rest of the school year. Shakespeare had already been considered as a poet as well as a dramatist. The class had already learned to scan verse and recognize a few stanza forms. They had no hesitation at studying verse techniques and they wrote formal sonnets, blank verse, ballads and whatnot to demonstrate their mastery. A few produced poems which next year will be entered in national competition. The teacher's chief purpose was to break down the reluctance (apparently even of intelligent young people) to examine and attempt to understand a poem. The short lines, the capital letters, the stanza groupings, the occasional inversion, the poetic figures seem to deter the hardiest. A turning back to Shakespeare's blank verse, dispelled some of the reluctance; Shakespeare's plays had not been thought of as poetry. Next the class read some of Browning's really difficult dramatic monolgues and some easy ones

class relations--not intentionally material enough to issue. Yet this interior
public imposed under differential state conditions, discovering all-male social,
contemporary's value in diverse institutions, the difference between "people" or
time and strength of economics, particularly the inner conditions of the industry's
image, Shakespeare's relations on his social material for many other letters.
This consideration some lack in the city and it was discovered this point of the
essential energy to had already come which the "pill" could be. The
material source of plays and by a close family was it's, the biggest family-
one. All class energies are at least the play's character, some the time a
review of less year's [illegible] and a low street's [illegible] was to
Twelfth Night. A group of air girl's are [illegible] some class, but people
service stock and as much is so also high performance as [illegible]. Use-
in reading his class and a [illegible] condition to [illegible] [illegible] at
Lawrence Olivier's [illegible].

The [illegible] was [illegible] through the time of the second [illegible]. Shake-
speare had already been [illegible] as a book as well as a [illegible]. The
class was already learned in [illegible] [illegible] [illegible] [illegible] [illegible].
The [illegible] to [illegible] [illegible] [illegible] [illegible] [illegible]
society, also [illegible], [illegible] [illegible] [illegible] [illegible]. [illegible]
the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].
The teacher's [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] of [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible]. The [illegible] [illegible], the [illegible] [illegible], the
[illegible] [illegible], the [illegible] [illegible] [illegible] [illegible] [illegible].
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

by Tennyson, Byron and Edgar Lee Masters. Next come narrative poetry and ballads. The class opinion was that objections to and fear of poetry did not really apply to the dramatic and narrative varieties. Perhaps lyrics in general and odes in particular were what they dreaded. Back they went to Shakespeare's great soliloquies, most of them introspective, philosophic and non-dramatic. From there they turned to the odes of Keats, "Tintern Abbey", "Ode on the Intimations of Immortality", "Dover Beach", "Lycidas" and others. They made precis, unsuspectingly, of a number of mimeographed prose passages, which turned out to be blank verse from Browning, Tennyson, Shakespeare and others, typed as prose. They did the same with blank verse, which turned out to be scanable prose from the novelists, especially Dickens. They still disliked inversions and the teacher generally agreed with them. They continued to dislike forced rhyme. But they came to appreciate poetic imagery and realized that it was to be found in much good prose. They abandoned their prejudices against indentations, short lines, capital letters and stanza groupings. They realized that poets have something to say and a valid way of saying it. Writing their own poems, they came to the conclusion that "free verse" frequently does not require the discipline, thought and artistry of the conventional forms. It is difficult to estimate how much poetry they read but the amount was considerable. They could read five poems of Robert Herrick or all available in a given anthology (there was not text); most of them read all available. They learned about Petrarchism, Pastoralism, the Metaphsics, the Imagists, the Ovidians, Pindar, Platonism, the Elegy, sprung rhythm, figures of speech, what they came to call "mental" or "emotional" onomotopoeia, traditional ballads and artificial ballads. Poems like "L'Allegro" and "Il Penserso" posed a problem; the pupils asked for a digression on Greek and Roman mythology and legend. The poets of the Irish Renaissance led to an interest

of Thompson, Lyons and Lewis has Burnham. That most sophisticated has
believed. The class opinion, and less sophisticated in the face of power, tell
readily apply to the economic and executive revolution. Because Lewis is
ural and does in particular note that only Jewish, that they seek to
people's over politicians, most of them intellectuals, philosophic and
idealists. These share that rather to the case of Lewis, "Fascism Among"
on the Intellectuals of Immortality", "Never Sane", "Prejudice" and others. They
these people, neurotic-logic, of a number of characteristic over [illegible], also
turned out to be class racks from Dowling, Thompson, Lindbergh and Lewis,
typed as proud. They all are some old class racks, were turned out to be
[illegible] since the revolutions, economic trends. They will disliked
intellectuals and the lumpen proletariat behind this case. They neither to the
like Jewish people. But like some to economic profit during and be liked
than it was to be proud in such more power. That economic class predicting
economic intellectuals, these Jews, neither Jewish intellectuals and social psychology. They
realized that people this intellectual is not and - this not of saying it.
Existing their one people, that case is the revolution that "Jews rather" Jew-
ternally have not regards the Jewishness, Jewishness and existence of the economic
social Jews. It is difficult to evaluate the such power that that not the
economic and sociologists. That could not few cases of Jewish Jewish is all
available in a free economic (since not not Jew); what of time that all
available. They learned about psychologists, Jewishness, the sociologists, the
Jewishness, the Christian, Jews, Christian, the Jewish, Jewish Jews, Jewish
of course, more they case to call "Jewish" or "Jewishness" communists,
traditional psychic and existence Jewish. These like "Jewishness" and "Jewishness" power a problem: the psychic that Jew's discussion to these so
Jewish problem' the Jewish. The power of the Jewish Jewishness that is a Jewish

in the Cuchulain Cycle. Wordsworth's "Ode On The Imtimations", in which his position seemed to contradict that taken in "Tintern Abbey", led to a study of Platonism in the Socratic dialogues. Any pupil was allowed a founded dislike of any poem or poet; but he was expected to understand and be able to epitomize any poem. Most pupils discovered favorite poems and poets.

Throughout the year the pupils were writing essays, stories, editorials and poems. The writing in so far as possible was synchronized and correlated with the study unit. Always, however, there was the standing invitation to submit in place of any given assignment an imaginative and creative piece of writing. The best pieces came under the formal discipline of the sonnet. Any promising piece of writing was returned with comment and an invitation to recast in lieu of a future new assignment. Faulty sonnets were returned for the rewriting of individual lines. The pupils themselves requested some formal grammar, as was intended they should. A handbook (Norwood's Practice Writing) was adopted and used throughout the year. It became understood that for a dozen elementary mistakes (carefully itemized and explained) any essay showing one or more would fail on the ground of technique though an alternate grade would be given for composition or creation. Formal grammar can have no place when forced, but when a group is alert to self-criticism and self-guidance a knowledge of the whys can prove useful. An essential of English test was set at the beginning of the academic year. The scores were high. Another test was set in April. All of the scores had improved.

The fifth unit, Personal Outside Reading, was entirely voluntary, much or nothing, anything or whatever the teacher suggested. There were no formal reports, but pupils were encourage to communicate enthusiasms. Some pupils read almost a book a week; none read fewer than half a dozen

in the Gandhian style. Bondurant's "Law of the Satyagraha", in which she portrays Gandhi's conception that "Satyagraha is a method, not a study of principle in the Socratic dialogues. Her people are allowed a "radical simplicity" of mind and soul; yet it was expected to understand and to help in optimizing any goal. Some people discovered inherited powers and joined.

Throughout the year the people were writing essays, stories, editorials and poems. The writing in the satyagraha was spontaneous and unrehearsed with the study that. Always, however, there was the checking initiation to assemble in place of any given assignment or imaginative and creative piece of writing. The best pieces were under the formal supervision of the essayer. Any prevailing piece of writing was returned with comment and an invitation to repeat in light of a future new assignment. Twelve essays were returned for the rewriting of individual lines. The public commentaries expressed some formal phrases, as not infrequent that should. A Tagore (Harrison's Freedom Writing) was accepted and read throughout the year. It became evidence that for a loose elementary syllable (consonant-vowel-vowel and syllable) our every essayist was by more small fall in the struggle of beginning slowly to alternate which would be given for impossibility or unreality. Formal grammar was left to place when formal, but when a group is ready to self-criticize and self-evaluate a technique if the work was more useful. In remembrance of Gandhi that was not of the beginning of the academic year. The scores were high. Another year was not in April. All of the scores and borrows.

The fifth week, formal Gandhi essays, the writing criticism, rules of criticism, assisting or observer the Gandhian experiment. There were no formal reports, but people were encouraged to communicate activities. Some people had joined a week; some real Tagore time half a hour

a semester. There was little understandard reading; the class attitude discouraged it. The teacher had some qualms about A Tree Grows in Brooklyn, Strange Fruit, Grapes Of Wrath, and The History of Rome Hanks, but he had not recommended the titles and the pupils came from responsible families. Besides their reading age level indicated mentalities from seventeen to twenty-two. Jacques Barzun had championed free exploration. Fiction was not the only subject of outside reading. The extra plays of Shakespeare, Marlowe's Jew of Malta, Greene's Friar Bacon, Everyman and the plays of Maxwell Anderson were offered by some class members. Reports by foreign observers, Wilkie's One World and the Smith report on the atom bomb found readers. The boys especially read technical and popular books leading to careers and professions. Some of the girls became interested in Robinson's Arthurian poems and compared them to Tennyson's Idylls.

Almost all members of the class intend to go on to college. But at no time was the specific problem of preparing for college entrance examinations touched upon. Any particular interest in passing such tests as a goal of present work was discouraged. Pupils were encouraged to believe that an active interest in life, books and writing with intent to prepare themselves for living and the enjoyment of living would take care of the college entrance problem. Perhaps their own request for drill in formal grammar came from their (or their parents') concern with future hurdles. But the class emphasis in the resultant study was diverted to a suggestion that knowing the whys enables one to check and test oneself in a sphere of useful performance.

The results of the year's work indicate that a superior high school group can do much farther than it is generally allowed or even encouraged to go, that encouragement and suggestion are more valuable .

a semester. There was little undergraduate reading; the class readings discouraged it. The teacher had some doubts about *A Tree Grows in Brooklyn*, *Gentlemen Prefer Blondes*, *Gospel of Wealth*, and *The Glorious of Some Dreams*, but he had not recommended the films and the pupils were free responsible reading. Perhaps their reading was lurid indicates curiosities that amounted to twenty-two. Students further had complained from entertainment. Fiction was not the only medium of outside reading. The weekly plays of Shakespeare, Ibsen's *Ten of Hearts*, Greene's *Peter Pan*, *Strongman* and the plays of Marcell Aubanon were offered by some night students. Excerpts of Jonson and Marvell, Hilaire's *Gas Mask* and the Saint report on the case were read teachers. The tape especially read translations and popular songs leading to cookery and professions. Some of the girls became interested in Jackson's difficult poems and compared them to Faulkner's *Idylls*.

Almost all members of the class intend to go on to college. In fact in line was the specific problem of preparing for college entrance examinations towards them. Any particular interest in reading such texts as a goal of present work was discouraged. Pupils were encouraged to believe that in native interest in life, books and writing. If School is preparing themselves for living and the enjoyment of living would take care of the college entrance problem. Reading, their own request for skill in formal reading came from their for their primary; another self future journeys. For the class magazine in the Senior Week was directed to a suggestion that counsel the very students now to answer and test themself in a sphere of useful participation.

The family of the pupil's are Italians and a majority old enough group can be used further than it is generally allowed to work encouraged to, that encouragement and responsibility are more natural.

motives with any such group than compulsion, that varying abilities require varying satisfactions, that almost full maturity and adulthood (except for concrete experience) frequently come earlier than teachers and parents grant, that formal knowledge of grammar and poetic techniques are not dull to the mentally alert (nor are they useless to them) and that the teacher must be ready to acknowledge the validity of a wide variety of individual interests and abilities and to rate such interests and abilities without attempting to channel or deflect them.

GEOGRAPHY

Annual Departmental Report to the President

The enrollment in all geography courses during the academic year 1945-1946 totalled four hundred ninety seven. This figure includes our regular day students plus all the students enrolled in summer school,(Second six weeks 1945), and the extension course students for the autumn and spring of 1945 and 1946 respectively. Of this total, three hundred forty two were in required courses; eighty four took courses as electives, while fifty nine of our regular day students and twelve extension people were minoring in geography.

Compared to 1944-1945 there was a decided increase in the total number of people taking required courses in goegraphy, and about a twenty percent increase in the total number working out minors in geography.

Following is a complete list of the courses offered during the school year 1945-1946 and the enrollment for each course. No geography was offered during the first six weeks of summer school in 1946.

Summer School (Second six weeks 1945)

2 s.h.	Geography (100C) Earth Science	28 students
2 s.h.	Political Geography (408B)	7 "

Autumn Semester 1945

2 s.h.	Geography (100C) Earth Science 5 sections	115 students
4 s.h.	Climatology (201)	13 "
4 s.h.	Eurasia (301)	20 "

2 s.h.	Africa, Australia, and New Zealand (412)	14 students
2 s.h.	Economic Geography of South America (E413)	22 "

Spring Semester 1946

2 s.h.	Geography (100C) Earth Science 3 sections	199 students
4 s.h.	Economic Geography (302)	27 "
4 s.h.	Geography of Western Hemisphere (202)	16 "
2 s.h.	Geographic Influences in Am. History (411)	15 "
2 s.h.	Geographic Influences in Am. History (E411)	21 "

The Department of Geography, which operates as a minor department, is now in its twentieth year. As organized, it functions to prepare teachers of geography for the secondary school and to provide courses that are fundamental to the training of teachers in other subject matter fields.

Today geography is recognized as a science which deals with a study of the relationships that exist between man and his environment. This concept of relationships makes it not only a study of facts, but also a study of ideas; a philosophy.

The great need of the world today, more than ever before in the history of man, is that all people should understand that their nation cannot prosper if others are in the depths of depression. Geographic information helps the student understand and appreciate many of the problems facing the world, in a way that no other subject matter course can, because geography in some form is nearly always the basis of many of the world's difficulties.

Our program in geography is satisfactory as far as it goes, but because it is offered only as a minor, it is

greatly limited in its offerings and reaches only a small percentage of the students who need the things that geography offers.

For these reasons as well as others that I have submitted in previous reports, I wish to recommend that the required work be extended to a four semester hour course. At present two are required.

Also, because of the many students who have indicated to me that they would like to work out a major in geography in preference to any other field, I strongly urge that we set up a complete major department in geography. (Many other state schools have majors in geography, and nearly all have large enrollments. The State Teachers College at Trenton has a major in this field.) The cost of setting up a major department at this time would be largely a matter of staff, as we are fairly well supplied with geographic equipment.

...The sound-proofing of the music room has brought tremendous relief...we thank you.

Respectfully submitted,

Harley P. Milstead

Harley P. Milstead

HM/jm

Department of Integration

Report to the President

July 1, 1945

to

June 30, 1946

In the absence of Dr. Spears and at the suggestion of Dr. Messick, I wish to make the following annual report for the Integration Department. To get as complete a report as possible, I sent requests to the different members of the department to report any items which they think should be incorporated in this report. To date, I have received nothing and I assume that the other members of the department have nothing to report or have reported individually.

I. GRADUATE WORK

This year our graduate department seemed to be in a prosperous and promising condition. We graduated thirty-one in May. There were thirty-one people who took the Comprehensive Examination, and three of these people failed to meet the standards set up. As a result of our first appraisal of the examination results, there were eight out of this number who failed. After a second departmental conference, the number was cut down to three.

In my opinion there is something wrong with our system, inasmuch as it appears that we are forced to fail some people even though they passed all of their courses with A's and B's and hold responsible teaching positions. I shall bring this to Dr. Spears' attention when he returns in the fall.

Department of Interpretation

Report to the President

July 1, 1945

to

June 30, 1946

In the absence of Dr. Spears and at the suggestion of Dr. Veeder, I wish to make the following annual report for the Interpretation Department. To get as complete a report as possible, I sent requests to the different members of the department to report any items which they think should be incorporated in this report. To date, I have received nothing and I assume that the other members of the department have nothing to report or have reported individually.

I. GRADUATE WORK

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II. STUDENT TEACHING

This school year in the fall, we supervised the work of eight of our own students and three state students. This spring we had 123 who did their student teaching in the period from Janaury 21 to March 29, and since that time we have had four state students. During the regular period of student teaching we also had two state students assigned. As I reported before, this period of student teaching which we have been forced to use due to the accelerated program has proved quite unsatisfactory, because our students go out at a time when many high schools are reorganizing for the second semester, and some lose as much as three weeks. I hope that this will be the last year that it will be necessary to send them out at such an unfortunate time. Only one student, Miss Dorothy Reif, failed to meet the requirements, and she will be reassigned this coming fall. To assist us in providing supervision, Dr. Dugan and Dr. Jenkins were brought in. I think their work was quite satisfactory.

As a result of my practicum course, the followingssuggestions were made by different students:

1) More instruction and observation should be provided in helpihg our seniors to handle slow pupils and slow groups.

2) In mathematics, more practice should be provided for individual students in board work, particularly practice in drawing figures in the field of solid geometry.

3) In science, more practice should be given to students in demonstrating so that they would be better prepared in manipulating and in timing.

4) In social studies a need was felt for more training in current events. These majors unanimously felt that they were not prepared to handle problems connected with the teaching of social studies. (You probably know that Dartmouth College is about to introduce a course for all seniors which is designed to prepare them to live in a modern world. This course will be based on current newspaper articles and magazine articles. I think such a course for teachers has great possibilities.)

II. SUMMER TEACHING

This school year in the fall, we supervised the work of eight of our own students and three state students. This spring we had 123 who did their student teaching in the period from January 21 to March 29, and since that time we have had four state students. During the regular period of student teaching we also had two state students assigned. As I reported before, this period of student teaching which we have been forced to use due to the accelerated program has proved quite unsatisfactory, because our students go out at a time when many high schools are recognizing for the second semester, and some lose as much as three weeks. I hope that this will be the last year that it will be necessary to send them out at such an unfortunate time. Only one student, Miss Dorothy Bell, failed to meet the requirements, and she will be reassigned this coming fall. We assist us in providing supervision, Dr. Dazen and Dr. Jenkins were brought in. I think their work was quite satisfactory.

As a result of my previous report, the following suggestions were made by different students:

1) More instruction and observation should be provided in helping our students to handle slow pupils and slow groups.

2) In mathematics, more practice should be provided for individual students in board work, particularly practice in drawing figures in the field of solid geometry.

3) In science, more practice should be given to students in demonstration so that they would be better prepared in manipulating and in timing.

1) In social studies a need was felt for more training in current events. There seems unanimously felt that they were not prepared to handle problems connected with the teaching of social studies. (Can probably have that Farmerville College is about to introduce a course for all seniors which is designed to prepare them to live in a modern world. This course will be based on current newspaper articles and magazine articles. I think such a course for teachers has great possibilities.)

5) In English, the seniors felt that more opportunity for oral reading should be provided.

6) In the field of extra-curricular activities, a definite need was expressed for better preparation in supervising study hall, home rooms, and clubs.

Due to the war emergency period, we thought it inadvisable to have teacher training conferences. This period has now passed, and it seems to me that we should arrange to resume teacher training conferences both here and in the field.

III. PLACEMENT

Our placement results to date are not very satisfactory to me. We have placed quite a large number of men returning from the service, and we have had the usual number of vacancies. The trouble seems to be in finding candidates who are willing to work in the places where the vacancies exist for the salaries that are offered. We have been forced to adopt the practice of posting notices of vacancies on a bulletin board outside the Integration Office recently established for that purpose. We believe that this is not good practice, but it is the best we can do. We are frequently forced to write to these superintendents that we are unable to secure candidates, but that we have posted notices of the vacancies in the hope that our summer school students may be interested!

To get more information on this question of what is happening to the teaching profession, I have conducted a study this year, and I now have the tabulations made. The results are not too encouraging. The comparison between men and women who have remained in teaching and those who have left teaching will not encourage yougn people of ability to take up the teaching profession. This study also brings out a fact well-known: that

5) In English, the masters felt that more opportunity for oral reading should be provided.

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young women remain in teaching a very short time and then marry and leave. This does not add any prestige to the teaching profession. It is not for me to say how much a beginning teacher should be paid, but when teachers are offered less money that domestic servants or common laborers receive, it is no wonder that we are experiencing a shortage of teachers. We hope to place more of the present class during the rest of the summer.

We have not been able to do as much follow-up work this year, because we had too many other things to do. I think this practice of follow-up should be not only continued but should be expanded, as it represents a very important part of teacher training.

Respectfully submitted,

W. Scott Smith
Associate Professor of
Education

July 10, 1946

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Respectfully submitted,

K. Scott Smith
Associate Professor of
Education

July 10, 1946

The following data will, I think, summarize information re graduate activities in the Department of Integration.

Number of matriculants for the Master of Arts Degree in Integration for the academic year, 1945-1946:

Administration and Supervision	29
Personnel and Guidance	24
Total	53

Total number of matriculants for the Master of Arts Degree in Integration:

Administration and Supervision	129
Personnel and Guidance	66
Total	195

Number of Master's degrees in Integration conferred in May, 1946:

Administration and Supervision	21
Personnel and Guidance	10
Total	31

Number of candidates who have registered for the Comprehensive Examinations to be given August 6 and 7, 1946:

Administration and Supervision	6
Personnel and Guidance	0
Total	6

Number of candidates who took the Master's examination in Integration in May, 1946:

Administration and Supervision	25	-- 22 passed, 3 failed
Personnel and Guidance	6	
Total	31	

Number of candidates who submitted Master's theses in May, 1946:

Administration and Supervision	1
Personnel and Guidance	3
Total	4

Respectfully submitted,

D. Henryetta Sperle
Associate Professor of
Education

July 2, 1946

The following data will, I think, summarize information on graduate activities in the Department of Jurisprudence.

Number of matriculants for the degree of Juris Doctor in Jurisprudence for the academic year, 1945-1946:

Administration and Supervision	27
Personnel and Guidance	26
Total	53

Total number of matriculants for the degree of Juris Doctor in Jurisprudence:

Administration and Supervision	127
Personnel and Guidance	65
Total	192

Number of Master's degrees in Jurisprudence conferred in May, 1946:

Administration and Supervision	21
Personnel and Guidance	10
Total	31

Number of candidates who have registered for the Comprehensive Examinations to be given August 6 and 7, 1946:

Administration and Supervision	6
Personnel and Guidance	0
Total	6

Number of candidates who took the Master's examination in Jurisprudence in May, 1946:

Administration and Supervision	25 -- (2 passed, 3 failed)
Personnel and Guidance	6
Total	31

Number of candidates who submitted Master's theses in May, 1946:

Administration and Supervision	1
Personnel and Guidance	3
Total	4

Respectfully submitted,

D. Jeannette Davis
Associate Professor of
Education

July 2, 1946

ANNUAL REPORT OF THE LANGUAGE DEPARTMENT

FOR THE YEAR 1945 - 1946

A. DEVELOPMENTS AND TRENDS - GENERAL

A full year has passed since the guns became silent on the war fronts. During that time many of our former students have returned to college after demobilization. This has meant a great increase in our overall college registration. At present the college is crowded with students.

This increase has not been felt particularly in the language field. The reason is that the prospective language teacher must have had several years of language study in the high school before acceptance by the language department. As most veterans do not present such preliminary training they have not been able to pursue the offerings of the language department.

We are further faced by the curtailment of advanced language courses in the high schools. The emphasis on mathematics and science during the war is being acutely felt today. We hope that school administrators will return soon to a reasonable emphasis on advanced work in the field of languages in the high schools. That they will be hard put to do this even if so disposed cannot fail to be seen by anyone interested enough to analyze the effect of the recent legislative ennactment which sets up an additional compulsory requirement in United States history in the high school curricula. In most high schools this additional requirement has been inserted in the eleventh grade schedule. Here it pushed out one of the hitherto traditional subjects. Its effect is already apparent in the reduced enrollment in advance elective subjects. Its result will be eventually to diminish further the advance language classes from which we derive our candidates for the teaching of languages. We look with concern at the results of this legislative meddling with the high school curriculum. Had the legislature been wise enough to add a directive that the new requirement

should not be allowed to upset the old curriculum much of the harm already done could have been avoided. With the knowledge that our graduates in languages are absorbed into teaching positions almost as fast as we can get them adequately prepared it seems quite unfortunate that we cannot have a greater number of students of advanced preparation eager to enter the language field.

DEVELOPMENTS AND TRENDS - PARTICULAR

1. The Spanish Curriculum

This year has witnessed a further increase in the number of students registered in the Spanish department. The increase in enrollment for the study of Spanish in our high schools which took place at the beginning of the war period has had its anticipated effect at Montclair. We are now receiving more requests for training in Spanish than we can adequately handle with our present staff. The congestion can be readily noted from an examination of our enrollment figures for the current year. The size of our Freshman and Sophomore classes gives us much concern, for classes of more than twenty students can hardly be taught successfully by the direct method. If larger than twenty, the training suffers in direct proportion to the excess for reasons easily demonstrable. Our type of language instruction cannot be accomplished by the lecture method and our standards of achievement must suffer if the present situation is allowed to continue. It may be that the trend toward Spanish started during the war period has now reached its peak; still it will be some years before any diminution in registration for Spanish will be felt at Montclair.

2. The French Curriculum

It has been gratifying to note a revival of interest in French during the past year. This has been especially evident in the increased number of students in the freshman French class where a repetition of last year's situation would have indicated a continuation of the unfavorable attitude toward French

evident during the war period. We have maintained the same high standards in our French teaching this year despite the rather indifferent preparation of high school students due to the war. We are hopeful that our future freshman students of French will be more homogeneous and that their level of language ability will be higher and more even. Too much time had to be spent in the freshman French class in producing a uniform level of attainment before proceeding with advanced work. Although we shall resist a reorganization of our French work downward I anticipate that we shall confront a reduced level of attainment in French among high school students for some years.

3. The Latin Curriculum

During the current year the Latin majors have pursued the same course of study as that offered before the war. Now that the period of acceleration is over we are hoping that our majors will be better equipped for teaching at graduation than has been the case since 1942. Excellence in the teaching of Lation requires maturity of mind which was lacking during the war years when we were hurrying students through college to meet the shortage of teachers. Although it was gratifying to find the number of freshmen registered as majors in Latin greater this year, we were faced by unevenness in their previous preparation. We accepted as majors young people with only two years of high school Latin and for 1946 the same situation will be present. We find that we cannot maintain the old requirement of "at least three years and preferably four of high school Latin" for acceptance. Indeed we are fortunate to have students with merely two years of Latin because the emphasis has been on science and mathematics in high school during the war emergency. How long it will take for school administrators to react favorably toward changing requirements now that the war is over is highly problematical. The increased United States history requirement set up by the legislature can only have a bad effect on advanced

elective subjects in the high school curriculum.

4. The Language Curriculum

The development of our language curriculum, which combines the study of linguistics and phonetics with the history of the English language, reflects the farsightedness of our expert, Miss Littlefield, and the generous support of President Sprague. At the time when Montclair was set up as a college it was agreed that all our graduates should be introduced to the importance of the English language from a linguistic point of view no matter what the nature of their special teaching objectives. The broadening aspects of this study were exceedingly plain expecially during the period when wide study of foreign languages was being half-heartedly supported. As this trend in high schools was continued the importance of our language curriculum increased. It became nearly the only medium through which all our prospective teachers could become word conscious. Knowledge of subject matter in the sciences or mathematics - to mention only two fields - is basic to good teaching of those subjects but ineffectiveness in the use of the English language means poor teaching. It limits the possibilities of motivation. The importance of our language curriculum was felt to be so great that the course in the Foundations of English was made compulsory for all students at Montclair without exception and with very beneficial results. To many this course alone opened up exciting vistas in a field of learning which they had previously avoided. Since the work was inaugurated at Montclair the need for similar subject matter in the high school curriculum itself has become more and more imperative. There has been a general demand for something to offer all students in high school and possibly to those in the last elementary grade which could supply information once acquired through the study of foreign languages. This led to the innovation called General Language. Not all school authorities accepted General Language with alacrity. For one thing well prepared teachers of General Language were

not easily available. Probably Montclair alone in New Jersey had begun to prepare suitable instructors. With this demand in mind we made a request for the setting up of a minor in General Language at college and constructed a tentative curriculum. Our request was not implemented for various reasons. During the war period our basic course in the Foundations of Language has been supplemented by introductory work in all the modern languages that have become important as a result of the war. These have been taught in a course entitled "War Languages". Registration for this course has indicated an appreciation by our students of what lies ahead of a country that has at long last given up its traditional isolationism. The impetus started by the war should carry this work in the field of new modern languages very far. From now on our young people should be led to realize that they must prepare to meet not merely the need for excellence in English but an increasing demand for adequate knowledge of previously neglected modern foreign languages.

5. Departmental Activities

During the past year the usual departmental activities have been carried on. Because of the post war uncertanties it did not appear practical to resume sending our majors abroad for a year of study under the auspicies of the student exchange system. The problem of housing and food in Europe was regarded as sufficient cause for hesitation in reembarking upon our prewar program. No spring festival of the language clubs was held this year. In the past the success of this festival has been due in large part to the freshness and novelty of dances, songs, and costumes brought back from Europe by our returning exchange students. Until such time as our student exchange is again in smooth operation it seems hardly advisable to undertake any large scale presentation. Individually the language staff has been busy on work related to the needs of the department. Miss Littlefield began the assembling of material for a book on linguistics,

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Miss Escoriaza completed her manuscript on Latin American civilizations, Mrs. Cressey devoted much time to graduate work in French at Columbia and New York University, Miss Tonone continued her artistic work in French realia, and Mr. Freeman was busy as permanent chairman of the joint activities committee of all the ancient and modern language teachers of the state of New Jersey.

B. ENROLLMENT DATA

Undergraduate

	May to August - 1945			Sept. to Jan. - 1946				Jan. to May - 1946			
French Course				101	201	301	402	102	202	302	404
No. of Students				22	16	10	14	20	16	8	9
Latin Course	301A			101	201	402		102	202	302	404
No. of Students	3			15	5	4		16	4	4	4
Spanish Course	202	302	405	101	201	301	402	102	202	302	404
No. of Students	5	7	2	38	22	10	21	35	22	7	10
Language Course	401	415	300	401	415	300		415	300		
No. of Students	5	15	43	18	16	103		13	65		

Graduate

No graduate courses were offered by the language department during this year. The present M.A. requirements at college set 16 semester hours of graduate work in the major field as a necessary part of the 32 agregate units for the M.A. degree. Only eight of these may be transferred from another graduate school. It seems impossible for the present language faculty to offer graduate courses to meet these requirements as it is completely occupied by work on the undergraduate level.

C. STAFF AND STAFF CHANGES

The Language Department staff for the past year is as follows:

W. H. Freeman	Head of the Department and Professor of Languages
Ethel F. Littlefield	Assoc. Professor Languages
Teresa de Escoriaza	Ass't Professor of French and Spanish
Germaine P. Cressey	Ass't. Professor of French
Valentine Tonone	Ass't. Professor of French
Lydia Caliandro	Instructor in High School Latin

~~Miss Tonone has been granted the non-professional status by the State Commissioner of Education of New Jersey on the ground of her European diploma advantage.~~

I feel that it is pertinent to call attention particularly at this time to the fact that the staff on the language department except for Miss Tonone and Miss Caliandro has been in continuous service since Montclair became a teachers college. Miss Tonone's service while not quite as lengthy extends back to 1933. From the devoted work and teaching skills of these staff members has come the high regard in which our language majors are held in the state. Length of service and outstanding achievement should have been recognized long since by advances in status. This I have often requested. I felt this especially justifiable because the department consists of four equally important divisions regarded merely as one for administrative purposes. I may find it difficult to maintain the staff under the present conditions of rank and increment allotments.

D. RECOMMENDATIONS

1. Because of the continuing heavy registration in Spanish I recommend the addition of an instructor in Spanish.

2. Because of the lack of graduate courses in the language field I recommend the addition of a staff member whose work should lighten the schedules of our present staff so that each member may have the time to offer courses of graduate content leading directly to the M.A. degree.

3. Because of the increasing trend for the study of general language I recommend the setting up of a minor to take care of the present situation.

4. Because of the lengthening of the school day I recommend that some arrangement be made for an allotment of time to language club activities within the limits of the school day.

Respectfully submitted,

W. H. Freeman

W. H. Freeman, Ph.D.
Head of the Language Department

REPORT OF THE MATHEMATICS DEPARTMENT
FOR
ACADEMIC YEAR ENDING
September 15, 1946

I. TRENDS AND DEVELOPMENTS

The close of the war in August 1945 called for prompt action in determining how the Mathematics Department could render aid to the service men who were expected to return to school and college in large numbers, and what preparations should be made against their return.

Soon service men in larger and larger numbers began to appear. Those who were Montclair graduates wished advice as to their future vocations, either as teachers or in some other field. Many of these men had families and could not afford to take the small salaries offered them in teaching even though many communities allowed them full credit for their war time experiences. So many of these men who came for advice had during the war years, lost much of their self-confidence and needed helpful advice about their future careers. Many of them, taking advantage of the G. I. Bill of Rights, determined to take graduate work for the Master's or Doctor's Degree in pure mathematics in preparation for college teaching, or they planned to take graduate work in the teaching of mathematics. A number of them went into engineering work. Several of them accepted jobs with industrial firms or with air lines in work like that they had pursued in the services at salaries ranging from $3000 to $5000.

Montclair students in large numbers who had entered the services before graduation wished to complete work for their degrees. All of these men, as well as many returning servicemen who had done some work

in college or who had never been to college presented serious problems in guidance. All wished to expedite their college work, to accelerate and graduate as soon as possible. Practically all of them had been away form study for long periods of time. In mathematics, with its logical dependence on order and consecutiveness, this posed a serious problem. One way of solving it would have been to provide non-credit refresher classes. It was found, however, because of the care with which the men were selected in all of the college offices, that articulation could be provided by giving special help to the men in bridging the gap between their previous training and their present needs. During the year there were no failures in mathematics among the service men admitted although there were, in calculus, 20% failures among civilian students.

A gratifying effect of the influence of the Mathematics Department of the College is to be noted in the large number of alumni of the College who are influential in the affairs of the Association of Math. Teachers of N.J. Madeline Messner is President, Agnes Zofay is a member of the Membership Committee, Helen Varga is a member of two committees, Jeanne De Nike and Virginia Guiricich are members of one. In addition to services in the State Association many alumni have rendered other significant services to education. Edna Hitchcock Young and Joseph Hilsenrath contributed articles to the Eighteenth Yearbook of the National Council of Teachers of Mathematics; Charles Tiene, a graduate of 1946 is teaching at Manhattan College as is also Martin Maltenfort; George Kays is teaching for Rutgers; Ernest Yeager holds a Teaching Fellowship at Western Reserve University; Florence Wirshing held a Teaching Fellowship at Northwestern University and is now doing college teaching.

Several changes have been made in the requirements for the Bachelors degree, all of them noted in the new edition of the college catalogue. (1) The courses Math 300 and Math 400 have been required of all undergraduates, including mathematics majors. For many years it had been the custom to have a separate section for mathematics majors in each course and to modify Mathematics 300 (Social Uses of Mathematics) to the end that it was a course in the subject matter and teaching of Junior High School Mathematics and to make the course Mathematics 400 (Educational Statistics) a course in Mathematical Statistics. Here after these courses, required of Mathematics majors, in lieu of Mathematics 300 and 400 are Mathematics 308: The Teaching of Junior High School Mathematics, Mathematics 408: Mathematical Statistics.

The course Mathematics 402 has been changed. It is now a course in Applications of Mathematics, required of all majors. The coursse Mathematics 406 has also been changed. Mathematics 406 A is now Solid Analytic Geometry and Mathematics 406 B is Advanced Calculus. Both are elective.

The 20% failures among civilian students in calculus seems to have been the result of (1) the less careful selection of incoming students and (2) the inadequate preparation in mathematics of these students. The latter may be explained by two causes: (1) Many inefficient and poorly prepared teachers of mathematics were hired in high schools on provisional and emergency certificates, and (2) many excellent teachers of mathematics, in their zeal to help the war effort, had taken full time jobs in defense industries.

The problem of pupils who are inadequately prepared in high school mathematics and yet do fairly well in ordinary mechanical manipulative work in Mathematics 101 - 102 or in Mathematics 201 - 202

is not a new one caused alone by war conditions although war conditions have exaggerated the problem. It is needless to say that the student who can get by in higher mathematics while having many deficiencies in elementary mathematics which he lacks the ambition or ability to correct will never make a good high school teacher. The statement sounds paradoxical, but the fact remains. It is a little difficult to weed out all of these incompetents in the freshman year even though that is the logical place to weed them out. It is difficult because some of the freshmen have covered in high school under competent teachers the trigonometry taught in that year while others, perhaps more capable, have come from smaller high schools with less experienced teachers or may not have had as much mathematics in high school as some freshmen have had.

The problem is one for the Mathematics Department to solve. It can be solved by changing the course Mathematics 101-102, in whole or in part, to a course in review of High School Mathematics, necessary because these pupils must first of all, be proficient in all details of the mathematics they are to teach in High School, whatever their ability in higher branches may be. This solution is not a good one because it would be granting a college credit for high school work. If done, it would detract from the high regard in which the Mathematics Department of the State Teachers College at Montclair is held by other institutions.

The problem can be solved by inserting more work in review of high school mathematics in the work of the freshmen year. This can be done without loss of prestige because very many of the texts used by reputable colleges for the freshmen year, particularly those texts which treat of freshman year work in terms of separate subjects (college algebra, trigonometry, analytic geometry) as opposed to courses in mathematical

analysis, have a very considerable amount of material which is frankly a review of high school work. This is particularly true of texts in College Algebra. Hence, during this year, supplementary work from High School texts has been introduced in the work in Mathematics 101-102. It is hoped that this will be continued another year, perhaps with the use of a good diagnostic test to determine pupil's deficiencies in preparation, to the end that more of the elimination of poor pupils may occur in the Freshman year than in the Sophomore year.

Another large problem faced by the Mathematics Department in post-war years is not centered at Montclair. Although it concerns leadership by the staff in the State of New Jersey it also concerns leadership in the Nation as a whole. The problem poses these questions: What is the future of the Teaching of Mathematics? The war and the G. I. Bill of Rights have emphasized and implemented the importance of Mathematical Education, of Engineering, of Research. Shall we hold to a sensible line and only permit those students who have a fair chance of succeeding (perhaps 30% of the high school population) take sequential mathematics? Or shall we go on as we have in the past putting all pupils, whatever their special needs, interests and ability, into courses in sequential mathematics (college preparatory)? If we follow this procedure we shall definitely doom the brighter students who eventually should be leaders in that research which is based on a mathematical foundation, to mediocrity. Because, under modern educational practice, the teacher must teach to the majority in a class. Or shall we work to convince teachers and administrators that there must be a two track course in high school, a course in general or practical mathematics for 70% of the high school population, and a really mathematical course in sequential mathematics

for the 30% of the high school population who have the ability and the ambition to do superior work? These and other problems call for that national and state leadership by the staff of the mathematics department at Montclair which has been given in past years and which is needed more than ever at this time.

Professional leadership and contributions to the fields of teacher education, of learned societies, and of the problems posed by the readjustment at the end of the war, by staff members are numerous. In addition to attendance at many state and metropolitan meetings and to duties assigned at the college, a few of the others are:

DR. DAVID R. DAVIS

The past academic year has been spent in educational work and travel in Europe. More than two hundred university and college professors representing one hundred and thirty-five American institutions founded, under the auspices of the U. S. Army, the so-called Shrivenham American University at Shrivenham, England, for the United States troops in the European Theater of Operations. At this institution I served as Professor of Mathematics and was a member of several committees which set up the mathematics curriculum. I gave consideration to the service courses for the other departments.

While in England we were engaged in carrying on the usual activities of a large university in an extremely novel manner. Unusual opportunities were provided for traveling to nearby places of historical interest, the Shakespearesn Theater at Stratford-on-Avon, educational institutions, and to the many attractions in the city of London. After the close of the University at Shrivenham I was transferred to the University of Vienna in Austria and later to the Bremen Technical College,

Bremen, Germany. These were smaller colleges established for the troops in service near their bases of operations. I helped to organize the courses given at the University of Vienna and taught college mathematics at both institutions. Similar opportunities for travel on the continent were offered to members of the U. S. Army University Faculty. We accepted these opportunities as an obligation and as a part of our work.

During the year I have made inspection trips to the following universities and colleges: Oxford University, Cambridge University, Eton, Winchester, and Exeter College in England; The University of Cardiff Wales; The University of Edinburgh, Scotland; The University of Vienna; The University of Rome and the University of Heidelberg and the University of Frankfurt am Main.

On Friday evening, November 23, (1945) I delivered a lecture on the Calculus of Variations to the Mathematical Society of Oxford University by invitation of the program committee.

DR. HOWARD F. FEHR

Addressed the Bridgeton, N. J. Mathematics teachers on September 24, 1945 at their annual professional day on Mathematical Education.

Conducted meetings of the N. J. Policy Forming Committee on the Teaching of Mathematics on Sept. 29, Oct. 26, 1945 and Jan. 19, Feb. 16, and May 25, 1946.

Presented a Report of the Policy Commission at Atlantic City, Dec.1, 1945, to the Mathematics Association.

Edited and prepared the 14th Bulletin of the Association of New Jersey Mathematics Teachers, issued October 19, 1945.

Was president of the Association of New Jersey State Teachers Colleges and represented The State Teachers College at Montclair in the

Essex County Education Association.

Acted as Chairman and helped to prepare the program for the Institute of New Jersey State Teachers Colleges held at Montclair on Dec. 20 and 21, 1946. The theme of the meeting was Intercultural and International Relations.

Addressed the Bloomfield N.J. Mathematics Teachers on January 9, 1946 on "Some neede Revisions in the Mathematics Curriculum."

Conducted the discussion period at the New Brunswick meeting of the Association of N. J. Mathematics Teachers, May 4, 1946.

Took part in the Survey of the Delaware Schools with relation to mathematics and industrial education.

MR. PAUL C. CLIFFORD

Addressed the Bergen County Institute on Visual Aids in the Fall of 1945.

Addressed the New Jersey Association of Mathematics Teachers at Atlantic City, Nov. 10, 1946 of Statistics.

Assisted in evaluating the Verona High School for the Association of Colleges and High Schools of the Middle States and Maryland.

Taught a course on Statistical Methods and Quality Control for several industrial firms.

Was elected member of the Council of the New Jersey Association of Mathematics Teachers.

DR. VIRGIL S. MALLORY

The Head of the Mathematics Department continued his activities as member of the Policy Commission of the National Council of Teachers of Mathematics. The agenda of the Policy Commission for the year included the following items: (1) Preparing for publication and securing funds

for the wide distribution of a pamphlet on Vocational Guidance with respect to high school courses in mathematics. (2) Encouraging the construction by teachers of film-strips and other multi-sensory aids by giving them effective advice and by forming an agency which would commercially produce such multisensory aids with due credit and royalties to the teacher. (3) Securing the cooperation of Disney, M.G.M. and other agencies in the production of educational motion pictures with a mathematical slant. (4) Advising the Board of Directors of the Mational Council of Teachers of Mathematics as to steps to be taken to better represent teachers of mathematics in the nation both geographically and with respect to subject matter, and (5) Securing the cooperation of state and local organizations of teachers of mathematics in a comprehensive re-examination of their objectives in teaching of mathematics in grades 1-14.

With respect to the last of these the Council has been successful in ihitiating studies in many states. Notable among these were studies being made in the state of New Jersey under Dr. Fehr as general chairman and Dr. Mallory as advisory chairman. These duties called for attendance at a number of meetings and much time in consulation with committee members.

As life member of the Council of the Association of Mathematics Teachers of New Jersey, many meetings of the Council were attended and many consultations with officers of the State Association were held. Duties as mathematical editor of the New Jersey Educational Review, as Critic of the Tests for the U.S.A.F.I. and of the American Council on Education were continued.

In addition to consultation with and talks to small groups of teachers, to Rotary and Women's Clubs, the following talks were made: October 1945, University of Pennsylvania: Mathematics in a Post-War World.

March 1946, Chairman of Mathematics Department, same topic.

Dr. Mallory, with the assistance of Dr. Fehr, helped in the survey of Delaware schools.

May 4, 1946, Rutgers University, New Brunswick "Report of National Policy Commission".

July 19, 1946 Syracuse University "Problems in Teaching Mathematics in a Post-War World".

Publications during the year were, in addition to those previously mentioned, continued work with collaborators (Dr. Mallory serving in an editorial capacity) on Tests in Arithmetic, Manual for the Teaching of Arithmetic, Commercial Arithmetic, A Child's Use of Number, Practice in Using Arithmetic (a set of 8 workbooks), A Workbook in Geometry, and the final publication of NEW TRIGONOMETRY. It is hoped that the latter book will set a new high as a high school text for college preparation.

II. ENROLLMENT DATA

Undergraduates

	Majors		Minors		Total	
	Oct. 1	Feb. 1	Oct. 1	Feb. 1	Oct.1	Feb. 1
Freshmen	42	47	----	5	42	58
Sophomores	37	39	5	9	42	48
Juniors	33	31	6	6	39	37
Seniors	20	20	4	4	24	24

Graduates

M. A. Degree,	May 1946	3
	August 1946	1

III. STAFF AND STAFF CHANGES

Dr. Davis was still on leave of absence, his place being taken

by Mr. Thomas Budne

Staff members and the courses that they taught were:

Fall Term

Dr. Mallory: High School (grade 10), 201, 401, supervision of practice teachers.

Mr. Clifford: High School (grade 9), 101, 201, 304, 400.

Dr. Fehr: High School (grade 12), 301, 400, 402, 405.

Mrs. Davis: High School (grades 7 and 8), 300 (2 sect.), 400 (2 sect.).

Mr. Budne: High School (grade 11), 101, 300, 301.

Part-time and Extension

Mr. Clifford: 524 A

Dr. Mallory: 507

Spring Term

Dr. Mallory: High School (grade 10), 202, 403.

Mr. Clifford: High School (grade 9), 202, 304, 403, 404.

Mrs. Davis: High School (grades 7 and 8), 101, 102.

Dr. Fehr: High School (grade 12), 302, 308, 403, 406A.

Mr. Budne: High School (grade 11), 102, 300, 302.

Part-time and Extension

Dr. Fehr: 506

Mr. Clifford: 517

Summer School

First Six Weeks

Dr. Fehr: 102A, 300, 400.

Second Six Weeks

Mr. Clifford: 402, 510B.

Dr. Davis: 401, 410, 514.

Mr. Budne: 102B, 400, 407.

IV. RECOMMENDATIONS

Office: The inadequacy of the office, the lack of a large room for museum puposes and of a large room to be used as a laboratory and workroom equipped with drafting tables and equipment -- these have been noted before. There will be no improvement until the State provides funds for new buildings. This physical handicap curtails severely the services the Mathematics Department of the college might render to high schools. There are now six staff members and four assistants in an 8' x 20' office.

Equipment: At least ~~too~~ two computing machines are neede to properly conduct the courses in mathematical statistics. A statistical computer is also needed when funds are available. Two transits and two levels are needed, a total of some $2500. It is hoped that these funds can be secured fron some of the Federal Funds. They are sorely needed.

Personnel: A new staff member must be engaged to replace Dr. Hildebrant.

ANNUAL REPORT
of the
MUSIC DEPARTMENT
1945-1946

I. TRENDS AND DEVELOPMENTS

1. Gifts to the College

   A. From Mrs. Mark Andrews, of Montclair, a collection of opera and oratorio scores, organ and piano music (second gift)

   B. From Mrs. E. J. Lintz, of East Orange, a collection of piano and violin scores

   C. From Mr. Oscar Hennings, of Montclair, a collection of violin, cello, string trio, and string quartet scores

   D. From Mrs. Thomas M. Ware, of Montclair, opera libretti, symphonic scores, piano duets, songs and operettas

2. Purchases for the Music Department

A.	Schaaf Upright Piano	Griffith, Newark
B.	Sargeant Upright Piano	Griffith, Newark
C.	Cello Bow	Lazare, New York
D.	B. flat Clarinet	Paul Oliver Board of Education, Newark

3. The C. O. S. Howe Memorial Organ Scholarships were held by Miss Jane Wydeman and Miss Loretta Ludlam. Each student received a one hour lesson weekly from Mr. Carl F. Mueller throughout the school year.

4. The following School-owned instruments were loaned to students for use in the College orchestra, High School orchestra and music workshop.

A.	Alto recorders	Janet Seligman Gloria Ciarrocca
B.	Soprano recorder	Ruth Worth
C.	Piccolo	Edward Palmer
D.	Flute	Edna Nelson
E.	Clarinet	Vernon Miller
F.	Oboe	Charles Lubetkin
G.	Oboe	Rosolyn Solomon

I. 4. (continued)

H.	Trumpet	Carol Eberle
I.	Mellophone	Joseph Jefferies
J.	French Horn	Albert Richetti
K.	Double B flat Tuba	Edward Cooper
L.	Euphonium	Charles Woodfield
M.	E flat Tuba	
N.	Viola	Raymond Bedford
O.	String Bass	Candida Liano Roger Kent
P.	Trombone	Wallace MacPeak

5. Concerts and Extra Curricular Music Activities

A. Faculty Trio - Victor de Veritch, violin, Margaret Aue, cello, Edna McEachern, piano
Four concerts in Newark Schools, October 26

B. Thanksgiving Dinner Music by Student Trio, Russ Hall, November 20

C. Music Workshop Program, Russ Hall, November 27

D. Concert by Earle Spicer, baritone, Edna McEachern, piano Russ Hall, December 4

E. Christmas Concert by College Women's Choir, College Orchestra, String Trio, Russ Hall, December 17 at 10:45 in the morning for students and repeated at 3:30 o'clock in the afternoon for the public

F. Old English Christmas Dinner Music, Russ Hall, December 18, for Association of New Jersey State Teachers Colleges

G. Old English Christmas Dinner Music, Russ Hall, December 20

H. Inter-cultural Relations Through Folk Song, Music Workshop for Cosmopolitan Club at Woman's Club of Upper Montclair, January 26

I. Lecture on "Tolstoy's Attitude Towards Music" by Countess Alexandra Tolstoy for the Extension Class in The Music of Russia, Russ Hall, February 10

I. 5. (Continued)

J. Cabaret International (Benefit Harpsichord Fund), College Gymnasium, March 15

K. Simon Sadoff, pianist, Russ Hall, March 20

L. Concert, Edison Harris, tenor, Russ Hall, April 7

M. College Orchestra and Music Workshop, Russ Hall, May 7

N. Music for Baccalaureate by the College Women's Choir and Brass Octette, Amphitheatre, May 19

O. Faculty Trio Concert - President Sprague's Reception to the Seniors, Russ Hall, May 21

P. Music for Commencement by the College Women's Choir and the College Orchestra, Amphitheatre, May 23

6. Listening Room

The sound Listening Room in the basement has become a center of the extra-class musical life of the College. This room, equipped with record player and piano, is in constant use by students for listening to music and for rehearsals of various types of vocal and instrumental ensemble.

7. Metropolitan Opera Tickets

During the past year, seventy-two students have attended performances at the Metropolitan Opera, New York City. This has been made possible through the purchase by the Music Department of four season tickets at the Metropolitan Opera, which, in turn, have been resold to students.

8. Music Library

This year, as in past years, music students have facilitated the work of the Music Library in the following ways:

A. Project by the senior music students - a subject matter index for the following books and magazines in the library:

(1) Music Educators National Conference Annual Book of Proceedings

(2) Music Teachers National Association, Annual Book of Proceedings

(3) Music Educator's Journal

I. 8. (Continued)

B. Project by the junior music minors - "Music History Up To Date"; collecting music editorials, criticisms, reviews, etc., from the New York Times, Herald Tribune and World Telegram for Music History Scrapbook 1945. This is bound and placed in the library.

C. Project by the sophomore music minors - a subject matter index for the following magazines in the library:

(1) Musical Quarterly

(2) Modern Music

(3) Musical America

(4) The Etude

(5) The American Music Lover

D. An inventory of the Music Library was made by Edna McEachern, Scribner Cobb and Victor de Veritch, in June of this year.

E. Record Library

The Music Department takes charge of a library of over one thousand records - including symphonies, concertos, string quartets, operas, oratorios, art songs and piano works. These records have been catalogued according to title, composer and musical form. They are used in music classes in the College and College High School and by students and Faculty in the Listening Room.

In addition to assembling a Record Library for the Music Department, this department is advising the College Library in the selection and purchase of records of general interest for use in relation to other subject matter fields - such as Social Studies and English.

II. ENROLLMENT DATA

1. Music Majors

Juniors	
Sophomores	5
Freshmen	8
January Freshmen	6

2. Music Minors

Seniors	7
Juniors	6
Sophomores	9

II. 3. General Students 345

4. Extension Students 39

III. STAFF

A. Edna McEachern — Music History and Appreciation, Music Theory, Music Education and Piano
Full-time

B. Scribner Cobb — Music Appreciation, Band and Orchestra Instruments, College High School
Full-time

C. Carl F. Mueller — College Choirs and Organ
Part-time

D. Emil Kahn — College Orchestra
Part-time

E. Edison Harris — Voice Instructor
Part-time

F. Victor de Veritch — Violin Instructor
Part-time

IV. COURSES TAUGHT 1945-1946

Title		Number of Sections	Enrollment	Instructor
Mus. 100	Music Appreciation	8	345	McEachern Cobb
Mus. 101	Sight Reading & Ear Training	2	19, 9	McEachern
Mus. 102	Advance Sight Reading and Ear Training	1	17	McEachern
Mus. 207	Epochs in Musical Development 1	1	14	McEachern
Mus. 208	Epochs in Musical Development II	1	15	McEachern
Mus. 201	Harmony I	1	6	McEachern
Mus. 201B	Harmony	1	4	McEachem
Mus. 202	Harmony	1	3	McEachern
Mus. 205	Orchestra Instruments	1	5	Cobb
Mus. 206	Band Instruments	1	2	Cobb

IV. COURSES TAUGHT (Continued)

Title		Number of Sections	Enrollment	Instructor
Mus. 305	Instrumental Technique	1	6	Cobb
Mus. 401	Teaching Music in High School	1	7	McEachern
Mus. 409	Form and Analyses	1	4	McEachern
Mus. 301	Choral Technique	1	9	McEachern
	EXTENSION			
Mus. 418	The Music of Russia	1	39	McEachern

V. STUDIES UNDERTAKEN BY THE DEPARTMENT

A. Syllabus for Teaching the New Course - Music 418, The Music of Russia

B. Compilation of Selected Octavo Music (bound) in various voice combinations, suitable for use in High School Choral organizations - Reference for Music 301, Choral Technique

C. Compilation of Selected Music (boxed) suitable for use in High School Orchestras and Bands - Reference for Music 305, Instrumental Technique

VI. RECOMMENDATIONS

I wish to make the following recommendations relative to the Music Department:

1. The sound proofing of Room 6, College.

2. Two sound-proof practice rooms available for practice throughout the school day.

3. A student worker (preferably a Music Major) assigned to the music books in the library. Because of the specialized field, the general student cannot do this work effectively.

4. A concentrated effort in the library on cataloguing and shelving music books. Some music books remain in "process" one and even two years after they have been received. This limits the usefulness of the books and tends towards their loss.

Respectfully submitted,

Head of Music Department

August 10, 1947

August 17, 1946

Dr. Harry A. Sprague
President, State Teachers College
Montclair, New Jersey

ANNUAL REPORT 1945-1946

Department of Health, Physical Education and Recreation

ACCOMPLISHMENTS

The first term was spent in carrying out the program as recommended by Mr. Pittser. After spending twenty years in administrative work, the major part of my time was spent in getting adjusted to the teacher training phase of the field. In addition to handling the physical activity program for all the College men and the College High School boys, I coached the football team at the College High School.

The following professional courses were offered during the first term:

100 Health and Hygiene
301A Principles and Problems of Physical Education
M302A Organization and Methods in Physical Education

Mr. Slapp assisted with the physical activity classes the latter part of the term and took over the coaching of the College varsity basketball team which had a very successful season winning 9 and losing 6 games.

With the return of Mr. Lekosa from the service, the work was divided so that he took over the physical education classes at the College High School. Mr. Fortunato was employed to coach the College High School basketball team as he had done the previous year.

The second term the following professional courses were offered:

100 Hygiene and Health (2 sections)
M20?B Management of Athletic Activities
407 Safety Education

Upon his return from the service, Mr. Voliva took over the College physical activity classes as well as handling the wrestling club and coaching the varsity baseball team, assisted by Mr. Stienitz.

Arrangements were made to supplement the physical activity program

In all instances the responsibility with the Salvation Army activities at the Boys' Camp

rests

Boats	Canoes	Lifeguards
Swimming	Fishing	Safe Water
Trailing	Camp	Jamboree
Equipment	Boats Towing	Equipment
Tents	Food	Medical
Medical	Drinks	Gas

The Army Activities are in the Province of all Acts of Good Citizenship among

Young men Camp Jamboree the Increasing high principles during

the times

<u>Boy Scouts and Guides</u>
<u>Total Number of Participant Leaders</u>
<u>Boys Attended at Jamboree Activities</u>
<u>Total Attendance for Program in Further Education</u>
<u>Camp Tents and Health Problems 2</u>
<u>Some Organizations for Actions in Further Education</u>
<u>Gun Safety Education</u>
<u>Bus Speed Limit Across Canada</u>

The Camp School visit Indians on Saturday at, Camp on 2 time in Provide

Visually at, Continues at the Saturday Visits Camp Jamboree Provide at, Visit on

Visit Into the Tuck Across Prairie Countryside

Public Safety

Special requests are also to receive the consulting of the Jamboree

Jamboree in Activities the Years of Ice Slide is the Not Cold Safety Is

the College

Bow Valley Association of Health and Physical Education
Public Secondary Educational Active Leader
Center for Camp Jamboree, the Fire Protection
Bus Transportation
Remote Safety Council
Railroad Safety Education
Canadian Foundation for Public Physical Education and Training
Bow Valley Life Insurance Or Boys Training
Alberta Parks Recreation Division Association
Alberta Parks Recreation Division Association
Alberta Public School Activity Image
Information Council of the Year of Canada

Through the Organization of the Division of Health, Camp of Physical

Education of the Bow Valley Department of Public Instruction and the Activities

were proposed as being desirable in improving the training program at the College:

Health Education

100 Personal Health Problems
201 Anatomy and Physiology
207 Safety Education
301 Nutrition
302 Community Health Problems
304 Driver Education
401 Methods and Materials in Health Education
411 School Health Services

Physical Education

201 Anatomy and Physiology
202 History and Principles of Physical Education
204 Kinesiology
206 Methods of Teaching Games and Sport Skills
306 Introduction to Physical Education Tests
M307-308 Methods of Coaching and Officiating
W307-308 Sports-Practice, Coaching and Officiating
W314 Theory and Practice of Dancing
M403 Management of Athletic Activities
W403 Organization of Athletic Activities
409 Organization and Administration of Physical Education
417 Physiology of Exercise

Recreation

201 Anatomy and Physiology
203 Introduction to Recreation
307 Arts and Crafts
310 Camping Activities
312 Organization and Administration of Recreation
405 Practice and Problems in Recreation

The above courses and nomenclature were checked with the Standards of the American Association for Health, Physical Education and Recreation, the National Recreational Association and the Teacher Training Section Division of the College Physical Education Society.

The material was presented to the staff of the department including Dr. Furts, Miss Duke, Mrs. Pratt, Mr. Voliva and Mr. DeRosa and approved for consideration by the Dean of Instruction.

It was suggested that students taking a minor in Physical Education and Health Education take as many electives as possible in the field of science, and those specializing in Recreation take certain electives in the social

was prepared to assist members in identifying the activities actually at the Centre:

Health Promotion

(a) Personal Health Problems
(b) Smoking and Tobacco
(c) Safety Promotion
(d) Nutrition
(e) Exercise
(f) Stressing Health Problems
(g) Drugs Education
(h) Relaxing and Activities to Health Promotion
(i) Mental Health Promotion

Environmental Improvement

(a) Cleaning and Painting
(b) Library and Classroom of Physical Education
(c) Fencing
(d) Enhance to Tree-lined Grass and Grass Areas
(e) Improvements to Physical Education Area
(f) Provision of Benches in Connection and Activities
(g) Improvement Programmes, Cleaning and Decorating
(h) Plant and Tree Planting in Grounds
(i) Management of Activity Activities
(j) Transformation of Activities Programmes
(k) Organisation and Arrangements of Physical Education
(l) Provision of Shelter

Education

(a) Aims and Purpose
(b) Improvement in Curriculum
(c) Arts and Crafts
(d) Sports Activities
(e) Organisation and Administration of Assessment
(f) Training and Planning in Assessment

The study covered and summarised work undertaken with the principals of the various associations in Ennis, Shannon and Scariff, the parents association, the national teachers association and the Teacher Training Section of the Health Promotion Unit.

The material was presented to the staff at the September meeting by Mr. Farrell, Miss Cahill and Mrs Ennis, Mr. Fallon and Mr. Nolan and Fitzpatrick and discussion followed.

It was decided that Attendance Policy a Home Liaisonal Committee and Health Education Week at Each Institute of Technology in the Institute.

studies field. It was the opinion of the staff that our students would be better trained and that the possibility of placement of our graduates would be greatly increased by the above recommendations.

Two announcements were sent out to all the secondary school principals and county superintendents in the State regarding the courses offered in this field. The one announcement was made possible through the cooperation of the Educational Division of the New Jersey State Motor Vehicle Department. The effectiveness of this material has begun to show results as it was necessary to devote considerable time to interviewing prospective students. It is expected that in September we will have over one hundred students, seventy-five per cent of them men, specializing in this broad field.

PROBLEMS AND RECOMMENDATIONS

The problem of finding time to carry out major objectives would be greatly aided by the employment of sufficient stenographical help to take care of the clerical work of the department. With the increase in the enrollment and the reestablishment of the varsity athletic program, there will be a need for someone who can more efficiently and economically keep the records and aid in handling the correspondence. The staff members would be able to use their abilities to greater advantage if they were relieved of clerical work.

There is a need for setting up a modified program of physical activities for those College students who are excused from the regular program. It is hoped that time will permit the working out of such a program with the medical department this coming year.

The program of Health Instruction and Physical Education for the College High School needs to be given special attention in order that the school secure the desired rating from the evaluating committee which is to survey the school in 1947. At present, recommendations have been made which will allow for one period of Health Instruction and two periods of Physical Activity per week for each student in grades 7, 8, 9, 10, 11 and 12. This is

a minimum time allotment requirement and when facilities and personnel permit should be increased.

With the reestablishment of a full varsity athletic program in both the College High School and the College, it is advisable to add another man to the department in order to cut down on the clock-hour load. Such an addition will make possible a better calibre of work which will not only aid the athletic program but carry over into the general training program. During the past year, Mr. Fortunato and Mr. Slapp were employed to coach basketball and did a very satisfactory job; however they would not be of aid in the other work of the department.

At present, students desiring to satisfy state certification requirements in Physical Education are required to spend extra time and money attending other institutions. This situation could be eliminated if semester-hour credit were offered for physical activities.

There is a need to interest more women in specializing in the field of Health, Physical Education and Recreation as the number of men greatly outnumber the women. It is expected that with the aid of an extra woman in the department, much will be done in this respect to greatly increase the placement chances of the graduates.

In order that the Camping Course be effective some arrangement should be made whereby the students would receive actual camping experience. It is hoped that arrangements, similar to those available to the College High School group, may be made for the College student specializing in the field of Recreation.

The problem of leisure time activities for all the students is most pertinent. It is hoped that through the development of an intramural program and the recreational club program, some improvement will be seen. However, the matter of facilities and the fact that so many of the students commute make it seem doubtful that the attendance will be very large.

a minimum time (between registration) and the activities are performed without delays in processing.

This has resulted in a full service, continuous program in which the students also benefit and the faculty, it is advisable to use students who are considered in-school in the summer in the registration lines. Some of students will need counseling, helping setting up work hours and work with the faculty program and assist the late in general counseling programs. Besides the need, etc. Instead of the, study have employed on work-experiment, or a job, additionally job assessed may would not be a job in the study, work of the department.

At present, students assisting in making these experiments are otherwise in English classes and employed on based work that and work allowing some laboratory. The students would be advantaged if students was actually were already the physical experiments.

Many if a have to change work hours, in accordance to the final of faculty, faculty members are contacted on the number of new students under the program. If it requires that work hours be not or an extra hours in the department, work will be done in order to help students assessment the difficulty of the programs.

It seems that the changing hours or activity some experiment which is made according the students needs already without changing department. If it some such arrangements exists, it have activities to the department, study, and to work in the college, student consultation at the start of experiments.

The results of various time activities in the lab experiment is some problems. It is noted that through the consultation of the instructors, the experimental and students, and laboratory will be same. Actually, the number of facilities and the fact that in many of the students assessed that it seems evident that the allowance will be very large.

The inconvenience of attempting to operate a full sports program as well as an adequate training program with inadequate plant facilities is a challenge to all to secure a new gymnasium with a swimming pool and related facilities. The inconvenience of housing men students has prevented encouraging students from the more distant areas of the State, thereby limiting the number of men who would be interested in coming to Montclair.

While the College is not liable for accidents which occur in physical education and in varsity athletics, it is advisable to make some provisions whereby a portion of these unavoidable expenses could be taken care of. Several plans of insurance are under consideration and one should be adopted by the College.

Respectfully submitted,

Arthur E. Morr

Arthur E. Morr, Director

Health, Physical Education and Recreation

The inconvenience of attempting to operate a full sports program as well as an adequate training program with inadequate plant facilities is a challenge to all to secure a new gymnasium with a swimming pool and related facilities. The inconvenience of housing men students has prevented encouraging students from the more distant areas of the State, thereby limiting the number of men who would be interested in coming to Montclair.

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Arthur E. Morr

Arthur E. Morr, Director

Health, Physical Education and Recreation

The Superintendent's statement to members of the Social Studies Department is an adequate summary of the conditions which facilitate it's continuance in our in spite of the pressure and a shortage of classroom facilities. The information is serious and should be carefully considered since it may be more difficult even in the future, if social studies are neglected or not are would be interested in taking it seriously.

While the college is not likely to establish full time courses in secretarial education and in secretarial studies, it is desirable to offer some practical courses of a position or three commercial courses should be taken care of. Short courses in commerce are under consideration and some change in courses in the college.

Respectfully submitted,

Arthur E. Lynn, Director

Social Studies Department

PERSONNEL OFFICE REPORT AND RECOMMENDATIONS

1945-1946

The major portion of the work done by the Personnel Office during the past year may be classified as follows:

Freshmen Orientation

The Advisory Program

Counselling

Veteran's Certification

Student Employment

State and Work Scholarships

Records

Services for College and Students

Testing

Alumni Contacts

The Orientation Program, on account of the large number of entering freshmen or the lack of ample room to comfortably accommodate the group, has been curtailed to a great degree. More time is not necessary. However, it is recommended, if assistance may be had, that the group be divided and the program planned so that the desirable features may be included and carried out more effectively. No program for the freshmen entering the Spring semester was undertaken.

The Advisory Program has not worked too well. The recommendations of the Student Welfare Committee, when acted upon, will provide a better understanding of the difficulties and, no doubt, improve the situation.

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The Advisory Program has not worked too well. The recommendations of the Student Welfare Committee, when acted upon, will provide a better understanding of the difficulties and, no doubt, improve the situation.

The time usually devoted to student counselling or advisement has been devoted almost wholly to veterans. Approximately one-third of the time of the Personnel Office has been used for necessary certification and records of veterans and assistance to veterans in obtaining their subsistence. This office provides the college with photostatic copies of Discharge, Separation and Certification papers.

Financial assistance has been given to a greater number of students and for a greater total amount than in recent years. Reports from members of the faculty seem to indicate that Work Scholarship students have been of considerable assistance. The applications of needy students have not completely used the amount of credit allowed for work scholarships. If tuition refunds were not frowned upon, other students who, after entrance, find themselves in need and students useful to the college, might be awarded work scholarships to further assist with the work in the college.

Lack of time has prevented keeping some of the personnel records up to date. It might be advisable for all concerned with personnel records to meet as a group to review the forms with the purpose of eliminating duplication and useless portions.

Service demands have been increasing. The increase in photostat service is due to necessary veteran records; mimeographing may be accounted for by the increase in student enrollment. Inquiries and recommendations seem to be more numerous.

The testing programs have been administered as routine work with the assistance of interested and capable students.

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Service hours have been increasing. The increase in psychiatric service is due to necessary veteran records; alcoholism may be accounted for by the increase in student enrollment. Insulins and recommendations seem to be more numerous.

The testing programs have been administered as routine work with the assistance of interested and capable students.

Results from the Sophomore Testing Program show the 1946 Sophomore class ranks a little below the former class in English but much better than recent Sophomore classes in General Culture.

The twenty-eight seniors taking the National Teacher Examinations made scores comparable to the scores made by seniors taking the test in 1944-1945. A more valid rating of the senior class for comparative purposes would be had if some plan could be arranged to induce a higher percentage of the class to take the tests.

The Alumni Program and activities have not been demanding; consequently, what might or should have been done was not done.

Results from the Sophomore Testing Program show the 1944 Sophomore class ranks a little below the former classes in English but much better than recent Sophomore classes in General Culture.

The twenty-eight seniors taking the National Teacher Examinations made scores comparable to the scores made by seniors taking the test in 1942-1943. A more valid rating of the senior class for comparative purposes would be had if some plan could be arranged to induce a higher percentage of the class to take the tests.

The Alumni Program and activities have not been emphasized; consequently, what might or should have been done was not done.

STUDENT FINANCIAL ASSISTANCE

1945-1946

Type	Number of Students		Value
Scholarships	(75)		$6,460.00
State	70	$6100	
Russ	2	136	
Howe	3	224	
State work scholarships	135		7,368.22
Dining room service	54		3,776.13
Laboratory assistants	10		545.08
Student office assistants	5		214.50
Mimeographing	2		70.50
Office and Miscellaneous	25		268.91
TOTAL	240 (Less Duplication)		$18,703.34

SUMMER 1945

Type	Number of Students	Value
State scholarships	(20)	$ 720.00
Work scholarships	31	1079.90
Waitresses	5	220.25
Mimeographing	1	34.00
Office	4	29.00
TOTAL	56	$2083.15
GRAND TOTAL 1945-1946	256 (Less Duplication)	$20,786.49

STUDENT FINANCIAL ASSISTANCE

1944-1946

Type	Number of Students		Value
Scholarships	(79)		$4,460.00
Grants	70	$1100	
Loans	2	150	
Jobs	3	224	
Grad. work scholarships	135		7,444.22
Dining room service	54		3,776.12
Laboratory assistants	40		445.00
Student office assistants	5		114.50
Mimeographing	2		70.00
Office and Miscellaneous	24		324.71
TOTAL	240 (less Duplication)		$14,703.34

BUDGET 1945

Type	Number of Students	Value
Grad. scholarships	(20)	$ 200.00
Work scholarships	21	1077.40
Dairymen	3	220.25
Mimeoing	1	34.00
Office	4	80.00
TOTAL	50	$1609.15

GRAND TOTAL 1943-1944	290 (less Duplication)	$16,312.49

VETERAN ENROLLMENT
May 22, 1946

	Initial Registration	Registered Previously	Total
Freshmen	20	38	58
Sophomores	8	31	39
Juniors	15	17	32
Seniors	7	21	28
August Seniors	1	4	5
Total undergraduates	51	111	162
Graduate students	17	10	27
Special students	9	1	10
TOTAL	77	122	199

Marital Status of Veterans Now in Attendance
State Teachers College, Montclair
January - 1946

	Number	Married
Freshmen	76	15
Sophomores	19	2
Juniors	33	9
Seniors	3	0
Special	6	1
Full-time Grad.	8	4
Total	145	31

FITTING ENROLLMENT
May 22, 1940

	Initial Registration	Registered Previously	Total
Freshmen	30	36	66
Sophomores	6	32	38
Juniors	15	27	42
Seniors	7	21	28
Adjunct Seniors	1	1	2
Total undergraduates	51	115	166
Graduate students	17	10	27
Special students	2	1	3
TOTAL	70	126	196

Marital Status of Women Who in Attendance
State Teachers College, Montclair
January - 1946

	Married	Marital
Freshmen	76	13
Sophomores	19	2
Juniors	33	9
Seniors	3	0
Special	6	1
Full-time Grad.	4	1
Total	140	26

Comparison of Sophomore Class, 1946
with Former Sophomore Classes
Cooperative Test Data

Year	Per Cent of Students Making Scores Above the Mean of the Norm			Percentile Position of Mean Of Montclair Scores in Relation to the Norm		
	English	Current Affairs	General Culture	English	Current Affairs	General Culture
1936	92	92		83	90	
1937	87	92		75	90	
1938	92	94	91	82	91	90
1939				81	90	
1940	78	88	89	78	91	90
1941	78	86	89	80	84	90
1942	78	85	87	72	78	82
1943	70		82	64		78
1944	65	77	77			
1945	67	86	85	70	80	77
1946	60		95	63		90

Comparison of Sophomore Class, 1945
with Former Sophomore Classes
Centered in Test Year

Year	Per Cent of Students Making Scores Above the Mean of the Norm			Percentile Position of Mean of Normality Scores in Relation to the Norm		
	Boulin	Current Affairs	General Culture	Boulin	Current Affairs	General Culture
1936	92	92		85	90	
1937	97	92		75	90	
1938	92	91	91	82	91	90
1939				81	90	
1940	78	88	85	75	91	90
1941	78	86	89	80	84	90
1942	78	85	87	77	78	85
1943	70		83	64		78
1944	65	77	77			
1945	67	86	85	70	80	77
1946	60		95	63		90

ANNUAL REPORT OF THE SUMMER, PART-TIME, AND EXTENSION DIVISION---June 30, 1946

While the enrollment in the summer of 1945 was lower than had been expected, the trend the remainder of the year was constantly toward higher enrollments:

Summer: 207 Fall: 305 Spring: 386 Total: 898

Not only has the end of the war brought back to us many of our graduate students to work for the completion of their work for the Master's degree, but the higher salary schedules, dependent upon better academic standing, which have been put into effect in many New Jersey towns, have also brought graduate students to the College this year. Matriculated students who were spending their summers in war plants, as well as the Veterans themselves, are now finding it possible to return to study, so that the summer session of 1946 should show a much higher enrollment. About 75% of the enrollment is of graduate students; sometimes even more.

During the fall and spring, special undergraduate students who were not especially interested in teaching, but who were Veterans, were accepted in the daytime classes of the college, but were enrolled in the Part-Time Division. Their numbers helped to swell the rolls and the extension of this courtesy was appreciated by Veterans eager to meet pre-medical, pre-law, and similar requirements.

There has been a tendency for the Veteran Graduate student to put in as much time as possible, attending not only the courses of the Part-Time Division, but also such courses as could be taken during the daytime for graduate credit. Many would have preferred to take all their work in the daytime. Since, however, the bulk of our Part-Time students are teachers, employed during the day and able to attend only late in the day, evenings, and Saturday mornings, the Veterans have accepted the situation and attended those courses also.

There was an increase in the enrollment of the Extension students this year over last:

1944-1945 - 85 students enrolled in 5 off-campus courses
1945-1946 - 201 students enrolled in 10 off-campus courses

In spite of this increase, however, it continues to be a fact that unless the course has been requested by the town in which an extension course is placed, that course is not apt to fill. This year, courses had been requested in Hackettstown, Hawthorne, and Passaic. These filled; while, of the 10 courses placed in Newark and Paterson, none of which had been requested, only 2 filled.

There has been a lessening of interest in Latin-America and an increase in interest in Russia, reflecting the seriousness of the tensions between the United States and Russia and the decrease in the tensions with Latin-America. Teachers are preparing themselves to answer the questions their students are sure to ask concerning Russia. Since, however, there is a growing trade, as well as an increase in trips for pleasure, between the United States and Latin-America, it is to be hoped that we may continue to offer courses that will stimulate and inform our teachers concerning Mexico, Central, and South America. I should like to see a Field Trip developed for this purpose.

In the matter of publicity, we have been fortunate to be able to correlate

our brief advertisements in the newspapers with the excellent stories placed by Mrs. Hough in the same papers. We have increased the number of bulletins and Announcements from 5,000 to 6,000 to keep up with the requests for information concerning the offerings of this Division of the College.

In this connection, I should like to point out that it is of the utmost importance that our Addressograph plates be kept up-to-date. It has been impossible, of late, to procure new plates when ordered, because of the demands of the Government upon the plate-makers. It has been necessary, therefore, to employ additional student help to make the corrections in the addresses. Many changes in positions have taken place during and since the war in the schools of New Jersey and the sooner these are made up into new addressograph plates the more quickly and efficiently can the envelopes be addressed that carry our bulletins and announcements; not to mention the same need for the President's office, and other offices of the college.

We have, with the assistance of Dr. Messick, speeded up the printing of our announcements and bulletins. We still need, however, to get out the summer session bulletin earlier than we do. In order to meet the needs of the Deans and the students who come to us from other colleges advised by these Deans, we should be able to send them complete information not later than April first. In spite of all we could do, it was impossible this year to have the bulletin for the Summer of 1946 into the mails before 20th of May. This crowds the preparation for the Announcement into the same period, so that we were unable to get the Announcement for 1946-47 into the hands of this year's students before the opening of the Summer Session.

I stress this matter for the following reason: our Part-Time Division is so organized as to enable a teacher, by taking work continuously the year round, to complete the work for the Master's degree within two years. Certain of our courses are offered only in the summer. If summer students can see both the Summer Bulletin and the Announcement for the following year <u>before</u> selecting their courses, they can outline a tentative program, have it approved by their advisers, and register accordingly. As it is, there are always a number of students who are disappointed to discover that they have selected courses that they could have taken during the year and omitted courses that they can obtain only in summer - or vice-versa.

There seems reason to believe that we need more of the freshman courses in mathematics offered in the summer. There continues to be a demand for them and for beginning courses in biology, chemistry, and physics. However, since this demand comes rather from those students who come to us only for the summer and who are matriculated at other colleges, it may not be necessary to heed it.

Graduate courses in business education are frequently called for; but again, it may be that these calls come rather from the general public than from teachers and need not be heeded.

To return to the matter of enrollment statistics; by taking the summer, fall, and spring semester-hour totals of 1034, 1128, and 1638, respectively, and dividing by 16, the usual full-time semester's load, there were in attendance the equivalent of 64 full-time students in summer, 70 in the fall, and 102 in the spring, or a total of 236 for the year.

Respectfully submitted,

Elizabeth S. Favor

Elizabeth S. Favor
Secretary of the Summer, Part-Time and
Extension Division

Elizabeth B. Dauer

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